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ABSTRACT

This teaching unit, "Creek Indian War," is the first of a series of 10 units about Alabama state history, part of a project designed to help teachers integrate the use of primary source materials into their classrooms. Although the units are designed to augment the study of Alabama, they are useful in the study of U.S. history, world history, and the social studies in general. Each unit contains background information for the teacher and consists of several lessons. Lessons contain learning objectives, suggested activities, and documents. This unit is divided into three sections: (1) "Introduction"; (2) "Lesson 1: The Creek War--Return to Nativism or International Pawn?" (General Suggestions for Analyzing a Written Document; eight primary source documents); and (3) "Lesson 2: Geography Determines History" (General Guidelines for Analyzing a Map; Blank Alabama Map; four primary source documents). (BT)

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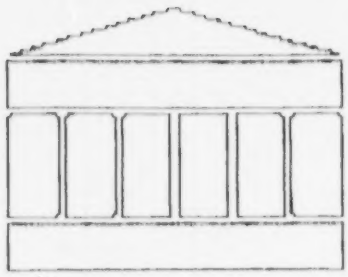

ADAH
ALABAMA DEPARTMENT OF
ARCHIVES & HISTORY

Using Primary Sources in the Classroom

Creek Indian War, 1813-1814 Unit

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SO 035 002

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Project Description

This project is designed to help teachers more easily integrate the use of primary source materials into their classrooms. It consists of teaching units on Alabama history organized in ten chronological/subject areas:

- Creek War, 1813-1814
- Settlement
- Slavery
- Civil War
- Reconstruction
- 1901 Constitution
- World War I
- Depression/New Deal
- World War II
- Civil Rights Movement

While these units cover some of the most critical and significant periods in Alabama history, the selected lessons are meant to be representative rather than comprehensive. These units were designed to augment the study of Alabama, yet they are useful in the study of the United States, the world, and the social studies in general. The documents can also be used to supplement the study of other curriculums.

Each unit contains background information for the teacher and is made up of several lessons. The lessons contain learning objectives, suggested activities, and documents. Documents are reproduced in the original form and transcribed when necessary. Primary source materials may be printed and reproduced for classroom use. Lessons can be used without modification, adapted for specific class use, or entire new lessons and activities may be created based on the primary source materials provided.

Purpose of the Project

The 1992 Alabama Social Studies Course of Studies emphasized the use of primary source documents to "enrich the social studies program and enable students to visualize and empathize with people of other times and places." These documents help students vividly understand the feelings and actions of Jeremiah Austill at the Canoe Fight of 1813, of riders on the first integrated buses in Montgomery at the conclusion of the famous bus boycott, of women nursing wounded Civil War soldiers, and of destitute Alabama families during the Depression. These documents enrich the study of Alabama history and the study of all civilizations.

The Alabama Department of Archives and History is the official repository for Alabama government documents and holds many of the most important books, documents, visual materials and artifacts that document the history of Alabama and the South. The purpose of this project is to bring those materials to students, and to organize them in such a way that teachers can easily utilize them in the classroom.

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Using Primary Sources in the Classroom: Creek Indian War, 1813-1814 Unit

Introduction to the Creek War, 1813-14 Unit

In the early part of the sixteenth century, white explorers who visited the territory now forming the southeastern United States found it occupied by tribes of American Indians who had lived there for centuries. The Creek, Cherokee, Seminole, Chickasaw, and Choctaw Indians saw the land they inhabited become an object of desire for the visitors. Inevitably, this interest in the southeastern Indian land caused contention, conflict, and the eventual forced removal of the tribes to Indian Territory in what is now Oklahoma.

As white settlers began to move into the region at the start of the nineteenth century, the Creeks became increasingly hostile. Many did not wish to adopt the ways of whites as government agents urged them to do under a new Indian policy instituted by President George Washington. Indian agents were supposed to instruct Indians how to plow, raise cotton, weave, spin, care for domestic animals, and become skilled in carpentry or black smithing. Indians also wanted to keep their lands. Unfortunately for them, they had granted the American government the right to maintain horse paths through their territory over which white pioneers were allowed to travel to the region around Mobile. These horse paths became highways of settlement.

As white population increased, the Creeks began to divide among themselves, into those who held more traditional views and those who were more assimilated through contact with whites. The traditionalists responded to Tecumseh, the great Shawnee Indian leader. Just before the start of the War of 1812 between England and the United States, Tecumseh traveled south from the Great Lakes to try to unite all Indians against white Americans. After Tecumseh's visit, the Creeks divided. Most Upper Creeks, called Red Sticks because of their bright red war clubs, wanted to resist white encroachment. Most Lower Creeks, more accustomed to whites, were inclined toward peace. This division led to the Creek War of 1813-14, which was a part of the War of 1812.

During the War of 1812, the waring Creek Indians were supported by Spain and England. They fought against the Americans led by General Andrew Jackson and the allied Choctaw, Chickasaw, Cherokee, and "friendly" Creek. The "friendly" Creeks were often of mixed heritage due to decades of intermarriage between the Indians and Europeans. The Creek War ended in 1814 when the Creeks were forced to sign the Treaty of Fort Jackson, ceding some forty thousand square miles of land to the United States. Although the Choctaw, Chickasaw, and Cherokee fought for the United States against the Creek, they, too, were soon pressured to cede their lands.

After the War of 1812, the federal government began to force southeastern Indians to exchange their remaining lands for land in Indian Territory. Most Indians fiercely resisted leaving their ancestral homelands, but with the election of Andrew Jackson as president in 1828, Indian removal was established as a national policy. States quickly passed laws

to ensure jurisdiction over Indians living within their borders, and President Jackson informed the Indians that the federal government was helpless to interfere with state laws. He told them their only option was to comply with removal. In Alabama, removal was completed by the late 1830s, though a few native Alabamians, such as the Poarch Band of Creek Indians, escaped removal and remain in Alabama today.

Suggested Introductory Activities for the Creek Indian Unit:

1. Ask your students what stereotypical images come to mind when they think of American Indians. List their responses on the chalkboard. Ask students what they think might contribute to these stereotypes.

2. Using guidelines from *Teaching About Native Americans,* listed in the bibliography below, lead a discussion about the changes in terminology used over time to refer to American Indians such as Indians, Native Americans, American Indians, and indigenous peoples. Discuss why terms such as Injun, red man, chief, squaw, papoose, brave, warrior, and redskin should be avoided. Sources listed below provide helpful information about each term and about the following unit.

Suggested Research Activities for Creek Indian Unit:

1. Ask students to research and present reports about a tribe that lives or lived near their geographic location. Compare the life-style and experiences of that southeastern tribe with those of a western tribe in the 19th century or present-day. For information on contemporary tribes in Alabama see Chapter 5, Part 3 and Chapter 15 in *Seeing Historic Alabama*, listed in the bibliography below. Also, write to the Alabama Indian Affairs Commission, 669 South Lawrence Street, Montgomery, AL 36104.

2. Ask students to research and present reports on the southeastern Indian removal experience, often referred to as the Trail of Tears. Students should include the tribe's point of view in their report. Ask a student to "walk" the trail by mapping the route for a bulletin board display.

3. Ask a volunteer or volunteers to interview an American Indian in person, by letter, or by telephone for a contemporary point of view, and summarize the interview in a written report. The report should also compare and contrast the tribal customs and awareness of tribal heritage of contemporary American Indians with textbook accounts of American Indians. It should conclude by outlining how the federal government responds today to issues of concern to contemporary Native Americans.

Suggested Readings:

The American Old West: Woodward's Reminiscences
Hamilton, Virginia and Jacqueline Matte, *Seeing Historic Alabama.* Tucsaloosa: University of Alabama Press, 1996.
Harvey, Karen D., Lisa D. Harjo, and Jane K. Jackson. *Teaching About Native Americans. Bulletin no. 84.* Washington, DC: National Council for the Social Studies, 1990.
Matte, Jacqueline A. "Southeastern Indians, Precontact to the Present: An Essay and Selected Bibliography for Teachers," *Social Education 57* (October 1993): 292.
Slapin, Beverly, and Doris Seale. *Through Indian Eyes: The Native Experience in Books for Children.* Philadelphia: New Society Publishers, 1992.

Related links:

The Battle of Horseshoe Bend: Collision of Cultures
http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/54horseshoe/54horseshoe.htm

Among the Creeks http://homepages.rootsweb.com/~cmamcrk4/

Indians: Alabama Tribes Resources online
http://www.archives.state.al.us/related.html#Ala%20Indians

Alabama Internet Resources http://www.archives.state.al.us/teacher/teacher/netres.html

Lesson 1: The Creek War - Return to Nativism or International Pawn? Religious War or International Conflict?

1. Background information for teachers:

See Introduction to the Creek Indian War Unit for general information and below for information on individual documents.

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2. Learning Objectives:

Upon completion of this lesson, students should be able to:

1. Identify political issues associated with the Creek War.
2. Identify the countries involved in the Creek War.
3. Identify the branch of federal government having jurisdiction over Indian affairs as authorized under the U.S. Constitution.
4. Analyze the multiple sides of this event: traditional Creeks, "friendly" Creeks, Choctaws, Chickasaws, Cherokees, Seminoles, Americans, Spanish and British.
5. Evaluate (compare) universal concepts of war: the power of leaders, symbolism, religion, slogans and fear.
6. Understand the complex relationships between American and European settlers and the native Alabamians in the early 19th Century.

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3. Suggested Activities/Analysis for Entire Lesson:

1. Make copies of documents 1, 2, 3, 4, 5, 6, 7, and 8 for each student.
2. Use the general suggestions for analyzing a written document attachment..
3. Compare similarities and differences of life on the frontier for Indians and white settlers.

4. Make a list of the various spelling of names; compare with spellings in your textbook.

5. Compare chronology of accounts of events in documents with chronology as presented in your textbook.

6. How was Spain involved in the Creek War?

7. How was Britain involved with the Creeks?

8. Describe the importance and give examples of Native American religion in the Creek War.

9. What can we learn about the writing of history from these documents?

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4. Suggested Activities/Analysis for Documents 1 and 2:

Background information:
Jeremiah Austill was born in South Carolina in 1794 and came to the Mississippi Territory in 1813 with his father. He gained fame for his exploits during the Creek War. In 1845 he was elected to represent Clarke County in the Alabama General Assembly. He wrote this description of the famous "Canoe Battle" in March 1874. Austill died in 1881.

1. Make copies of Document 1 and distribute to the class, or read the document to the class. Discuss the following questions:

   When did Jeremiah Austill write his account of the Canoe Battle?
   Do you think the account would have been any different if it was written immediately after the event?

2. Ask the students to write an account of the battle as if they were a newspaper reporter at the time the event took place in 1813.

   a. Describe the weather on that day.
   b. Make copies of Document 2 and use the picture to illustrate your story.
   c. Color the picture for a front-page edition.

3. Ask the students to write an account of the event from the point of view of one of the other participants: Sam Dale, Ceasar, Smith, the Creek Indians in the canoe.

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5. Suggested Activities/Analysis for Document 3

Background information:
Margaret Eades was born ca. 1808 in Georgia. In 1811 her family moved to the area of Alabama. She later married Jeremiah Austill and lived in Alabama until her death in 1890.

1. Make copies of Document 3 and discuss the following:

   How many people were on this trip?
   What did the travelers fear most?
   Compare Margaret's feelings about moving with those of her sister.

2. Using an atlas (or regional maps), trace the route taken by Margaret's family and locate specific sites mentioned in the journal.

   What was their original destination?
   Where did they actually settle? Explain and give location(s).

3. Ask the students to assume the role of one of the people at Fort Mims and write about one of the events or incidents that took place while encamped there during the Creek War.

4. List all the family members and make (draw) a family tree of Margaret's family. Who were Margaret's parents? Who did Margaret marry? Ask the students to compile a family tree of their own family beginning with themselves and working backward to their parents, grandparents, and great-grandparents if possible. Suggest that they ask their parents for help.

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6. Suggested Activities/Analysis for Document 4:

Notice that the date on this letter is incorrect. It must have been written in January 1814 (not 1813) since it discusses Fort Mims and Holy Ground which occurred in 1813. Students may find this an interesting idea to discuss since most of us mistakenly date items, (for example --checks!) especially in January. What implications does this have for us as historians?
Background information:
Neal Smith was born in 1784 and came to St. Stephens, Mississippi Territory in 1812. He was a medical doctor and served as a surgeon in the War of 1812, Creek Indian War of 1814, and the Civil War.

1. Use an Alabama map and locate the Holy Ground.

   a. Name the river where the Holy Ground was located.

b. What geographical features make this site unique as a battle site?
c. Name two modern cities located near the Holy Ground?
d. If you wanted to visit the Holy Ground, what route would you take from your hometown? Write directions giving specific highways: federal, state and county.

2. Define:

a. Contractor.
b. Forage
c. Parched corn

3. Ask the students to pretend that they are a hungry soldier. How would you get food if none was supplied as promised?

4. Have the students research and write a short paper on the role of prophets among the Creek and what it meant to be a "singer."

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7. Suggested Activities/Analysis for Document 5:

Background information:
Harry Toulmin was born in 1766 in Taunton, England and emigrated to the United States in 1793. In 1804 he was appointed judge of the Superior Court of the Mississippi Territory and he settled at Fort Stoddart. There he served as judge, postmaster, physician and minister. When Alabama became a state in 1819 Toulmin served as a delegate to the Constitutional Convention. He also wrote some of the first law books in the state of Alabama.

1. Discuss problems associated with delivering mail on the frontier.

2. Compare the time and methods of communication in 1813 with today's technology.

3. In this letter, what can you learn about British involvement?

4. Why did the Creeks go to Pensacola?

5. What country controlled Pensacola at this time?

6. The "half-breeds" (mixed race Indians) were caught between the warring Creek and the white Americans.

Which side did they support?
Consider the time. Ask the students -- what would you have done?

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8. Suggested Activities/Analysis for Document 6:

Background information:
Sam Manac (also known as McNac, Moniac or Totkes Hajou) was a relative of Alexander McGillivray. He was of mixed Creek Indian and European heritage. He owned a plantation on the Tombigbee River. This deposition was recorded by U.S. Judge Harry Toulmin.

1. Make a list with two columns:

   Indians with Creek Names
   Indians with Anglicized (American) names

2. Read the letter and identify who you think was on the American side and who was on the Creek side. Explain.

3. According to Sam Manac, the Creek wanted to kill all "those who had taken the talk of the whites." How many of these names reflect European/American influence?

4. How much can you tell about a person by his/her name? (Ask the students to think of their name and those of their classmates.)

5. Why was Samuel Manac, "a Warrior of the Creek Nation," so disturbed that he made a report to the Territorial Judge, Harry Toulmin?

6. Have the students research and write a report on the role of the territorial judge in the Mississippi Territory, of which Alabama was a part until Mississippi gained statehood in 1817.

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9. Suggested Activities/Analysis for Document 7

Background information:
Manrique was the governor of Spanish West Florida from 1813-1815. This letter refers to Spain's claims to the Gulf Coast after the American Revolution.

1. Ask students to locate the boundary line between American-held Mississippi Territory and Spanish-held territory.

2. Ask students to note which current U.S. states are divided by the 31st parallel --the international boundary line.

3. Discuss how international claims determined many boundaries in America and the reason why the panhandle of Florida is not part of Alabama.

4. Why were the Creeks seeking help from Spain?

5. Why was Spain helping the Creeks?

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10. Suggested Activities/Analysis for Document 8:

Background information:
James was a Scotsman living in the Choctaw Nation in the Mississippi Territory. Pushmataha was a Choctaw leader.

1. Compare the information in this letter regarding the support of the Choctaw for the American side and information provided in your text on Choctaw activity.

2. Discuss why a variety of sources need to be used when studying history.

3. Where is Noxubee County located?

Documents:

Document 1: Jeremiah Austill, The Canoe Battle, SPR 55, Alabama Department of Archives and History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/creekwar/lesson1/doc1.html

Document 2: "Dale's Canoe Fight," Nathan H. Glick, Pen and Ink Drawings, LPR 92, Alabama Department of Archives and History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/creekwar/lesson1/doc2.html

Document 3: Margaret Ervin Austill, "Memories of journeying through Creek county and childhood in Clarke County, 1811-1814," as printed in the Alabama Historical Quarterly, Vol.6, No.1, Spring 1944. Attached and at http://www.archives.state.al.us/teacher/creekwar/lesson1/doc3-1.html

Document 4: Neal Smith, Letter, SPR 8, Alabama Department of Archives and History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/creekwar/lesson1/doc4.html

Document 5: Harry Toulmin, Letter, SPR 234, Alabama Department of Archives and History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/creekwar/lesson1/doc5.html

Document 6: Samuel Manac, Deposition, SPR 26, Alabama Department of Archives and History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/creekwar/lesson1/doc6.html

Document 7: Mateo Gonzales Manrique, Letter, SPR 21, Alabama Department of Archives and History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/creekwar/lesson1/doc7.html

Document 8: Adam James, Letter, SPR 54, Alabama Department of Archives and History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/creekwar/lesson1/doc8.html

General Suggestions for Analyzing a Written Document

1. Describe the document. Is this a letter, a will, a bill of sale or some other kind of document?

2. What is the date of the document? Is there more than one date? Why?

3. Who is the author of the document? Is this person of historical significance? Do you believe that the author of this document is credible? Is this document written as a requirement of the author's occupation or is this a personal document?

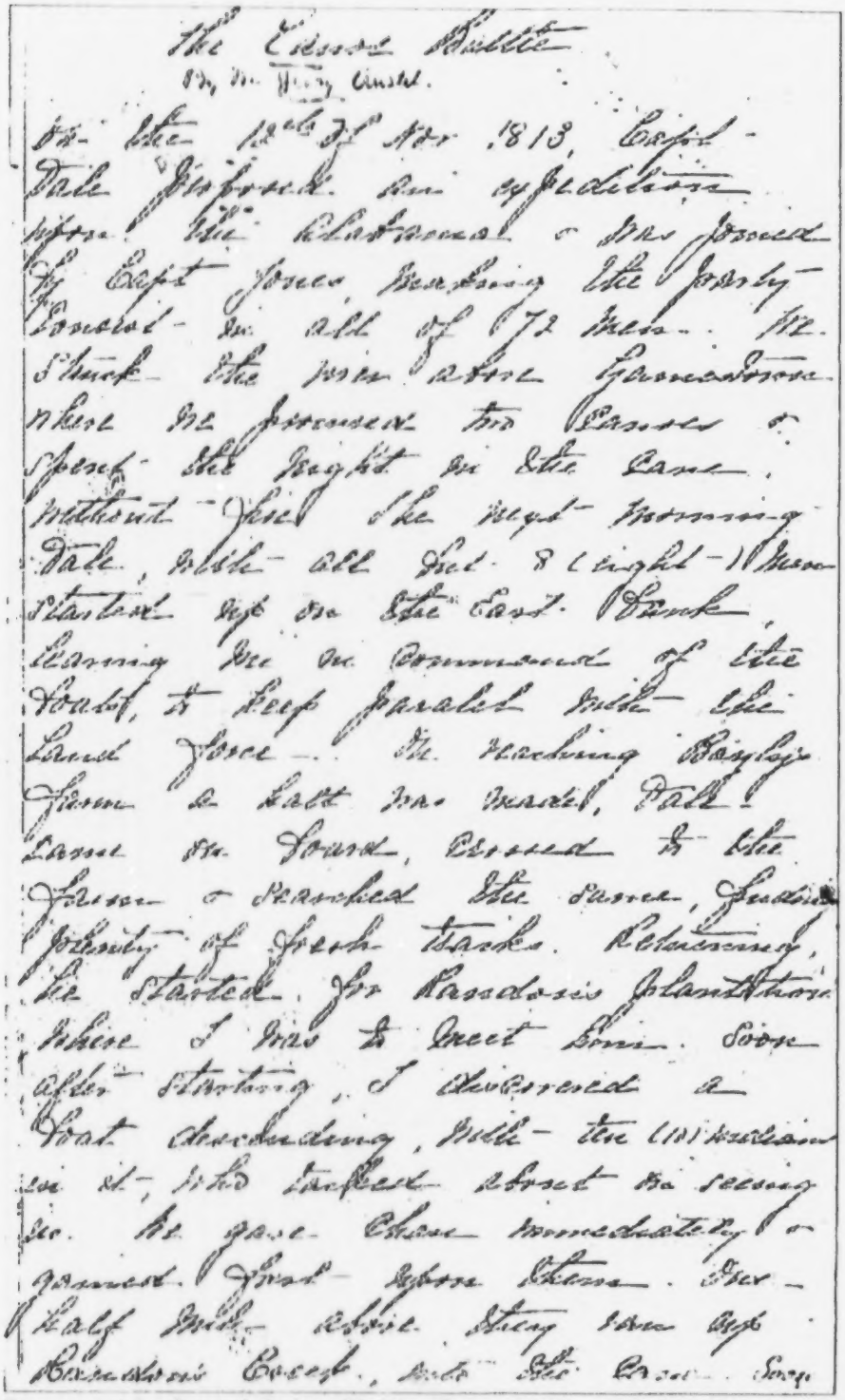
4. For what audience was this document written?

5. List or underline three (3) points that the author made that you believe are important.

6. Why do you think that the author wrote this document? Use quotes from the document to support your position.

7. List two (2) things from the document that describes life in the United States or in Alabama.

8. Write one (1) question to the author that is unanswered by the document.



The Canoe Battle
By M. Henry Austill.

On the 12th of Nov. 1813, Capt. Dale of Pensacola, Ran up Alabama River with Schooner and Sloop Loaded with Provisions for Capt Jones Rendezvous at the Forks of the Alabama. He Struck the river about Sunrise and Proceeded on Canoes & Speed. Not Caught in the Canoe, without Sail the Next Morning Dale, Wilde, all Dead & Caught. When Started up on the East Bank, Leaving One in Command of the Boat, to Keep Parallel with the Land Force. The Hardins Bayley Town & East Inn Vessel, Sail Came on Board, Crossed to the Town & Marched the Same, Finding Plenty of Fresh Hands. Returning, he Started for Pensacola Alabama River & Was a Great Ways. Some After Starting, I Discovered a Boat Overtaking, With two Indians in it, who Enquired about the Missing Men. We gave Chase Immediately & Gained Fast. Before Sunset Half Mile. Their Stay Was Up Escambia Creek, into the Creek Sing.

Document 1 - Jeremiah Austill, The Canoe Battle, SPR 55, Alabama Department of Archives and History, Montgomery, Alabama.

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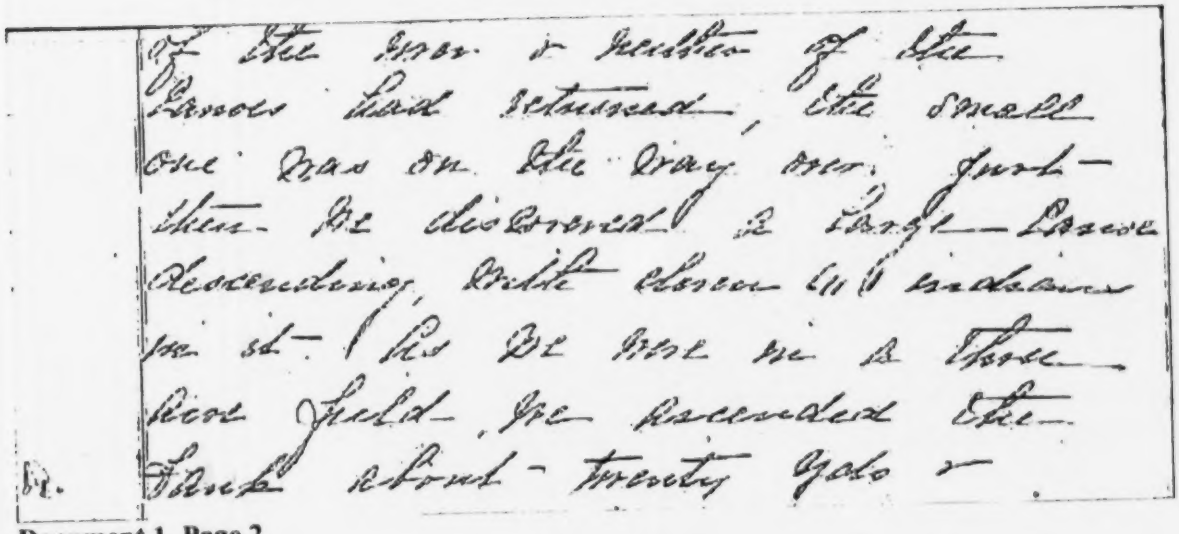

Of the Iron & Needles of the
Larger Last Returned, the Small
one Was on the Gray Mare. Just-
then He discovered a Large Brass
Receptacle, Which Closed with a Padlock
on it. As He Got Near it a Third
Door Yield. He Ascended the
Stairs about Twenty Yds &

Document 1, Page 2

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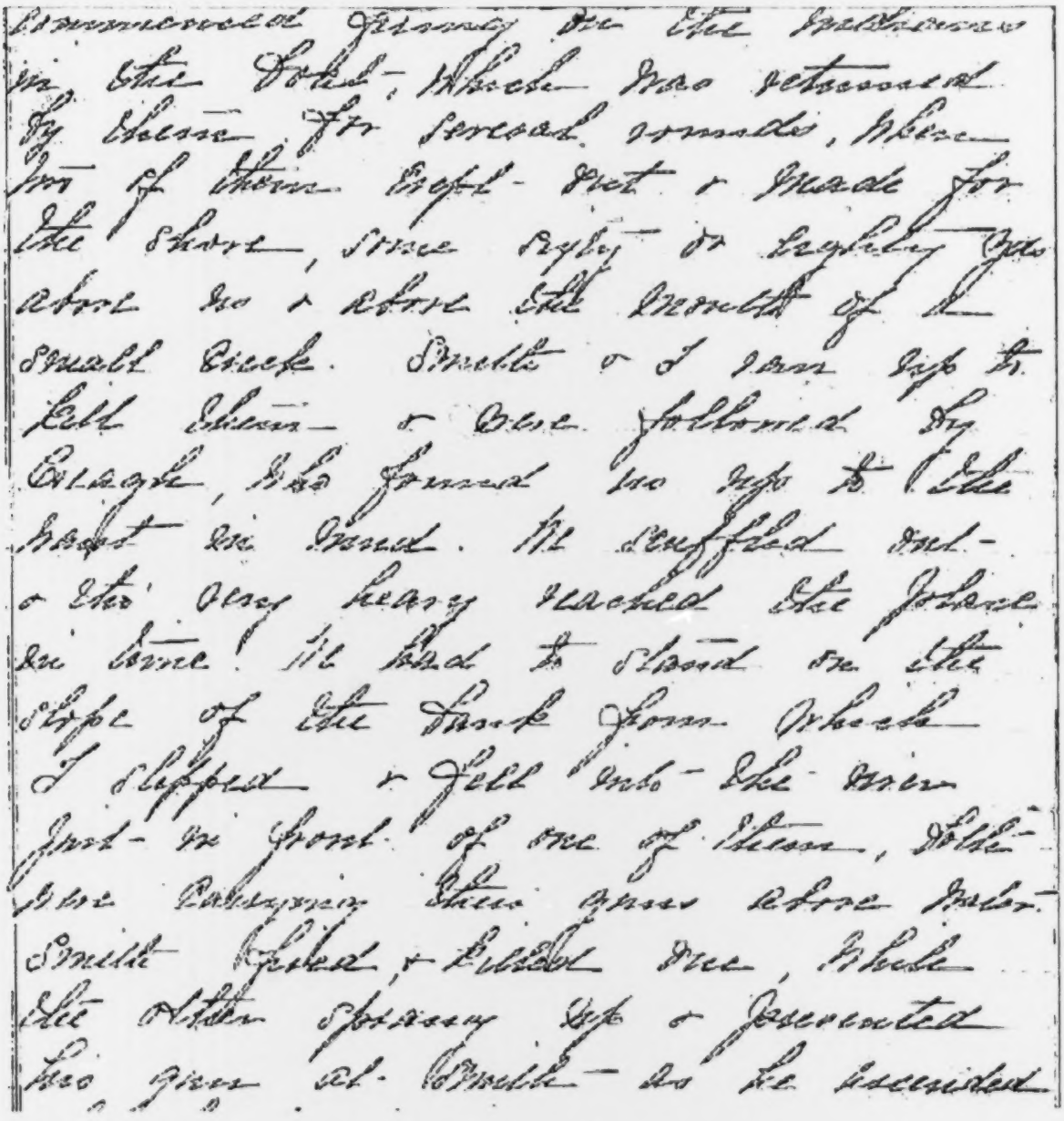

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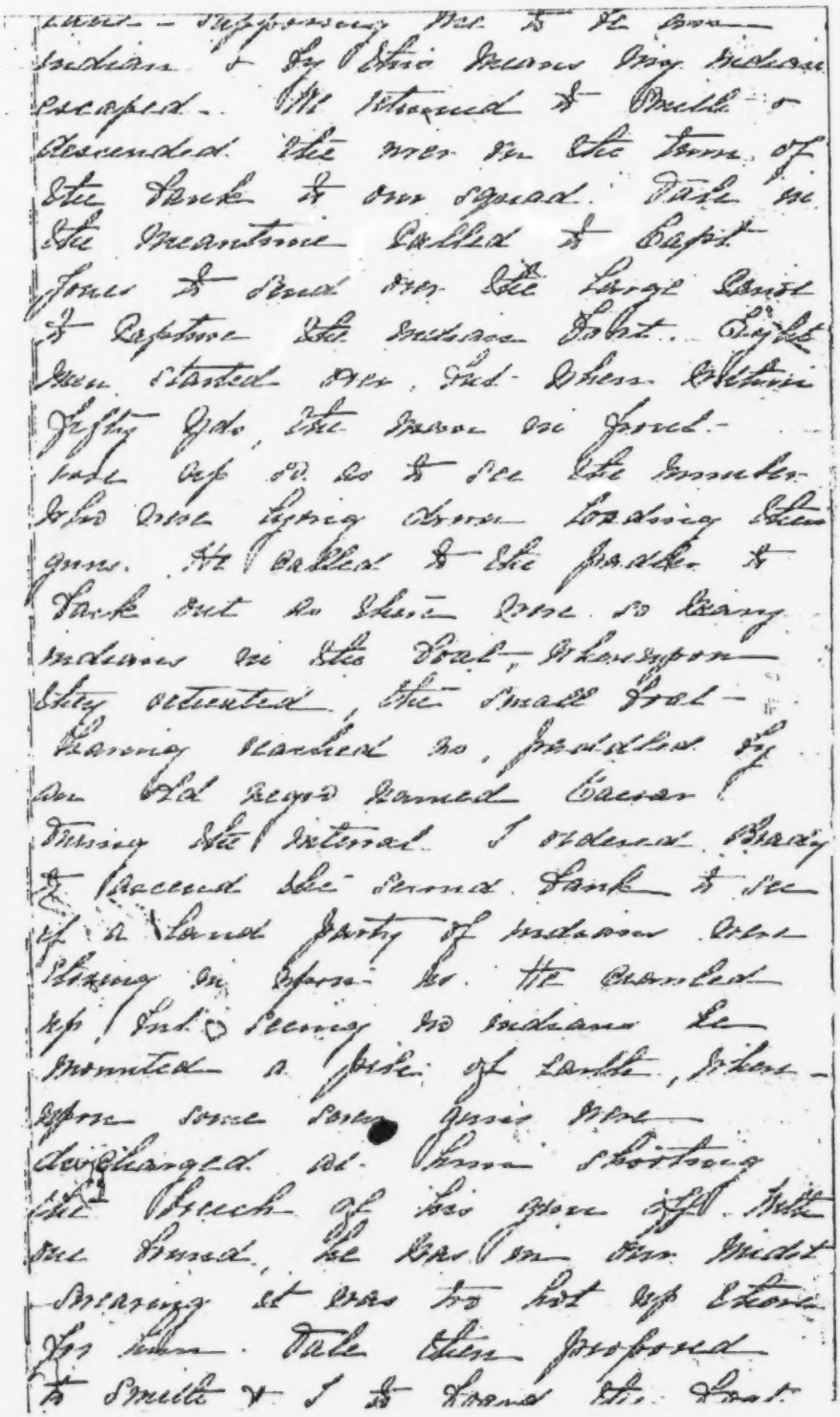

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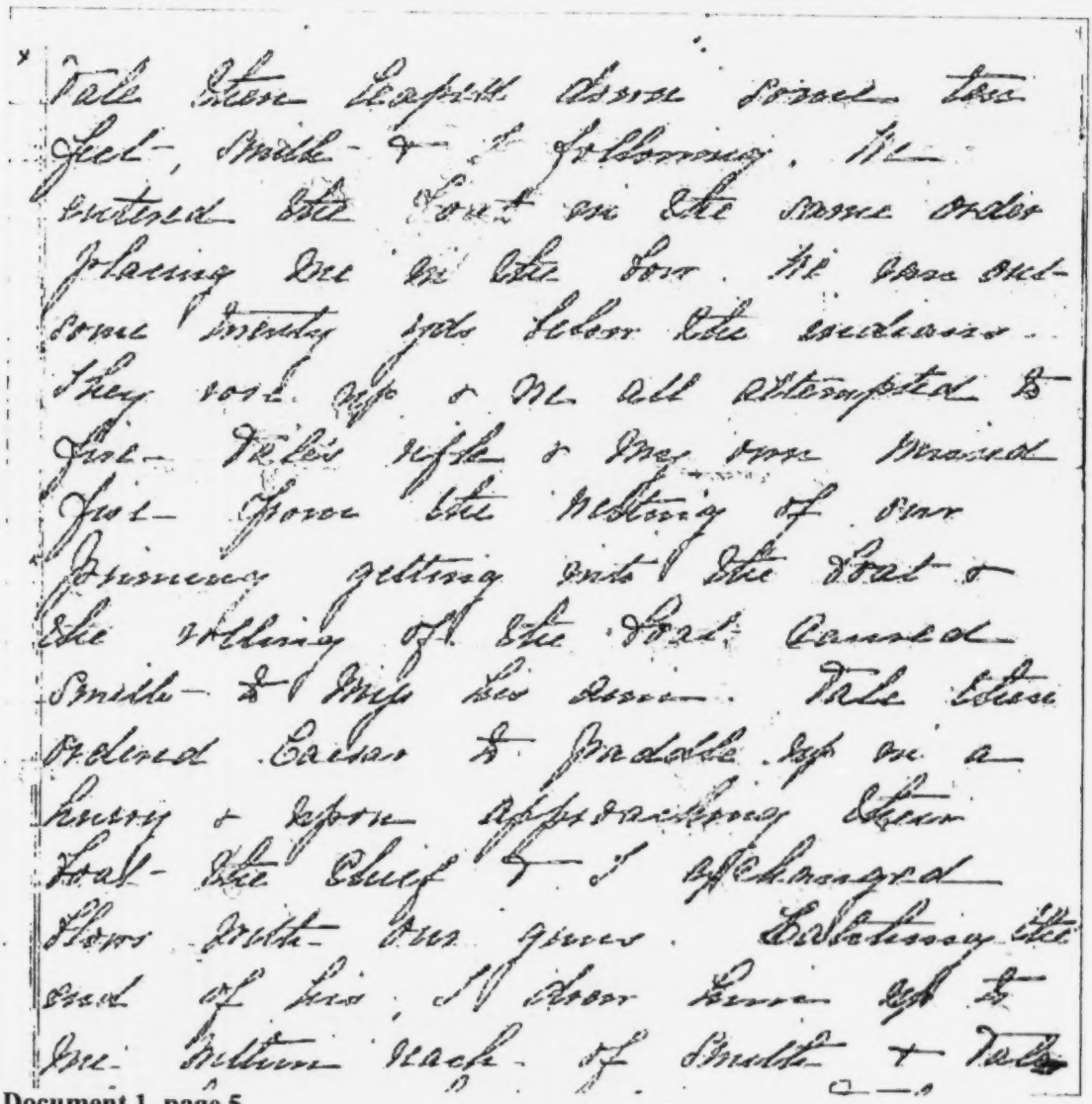

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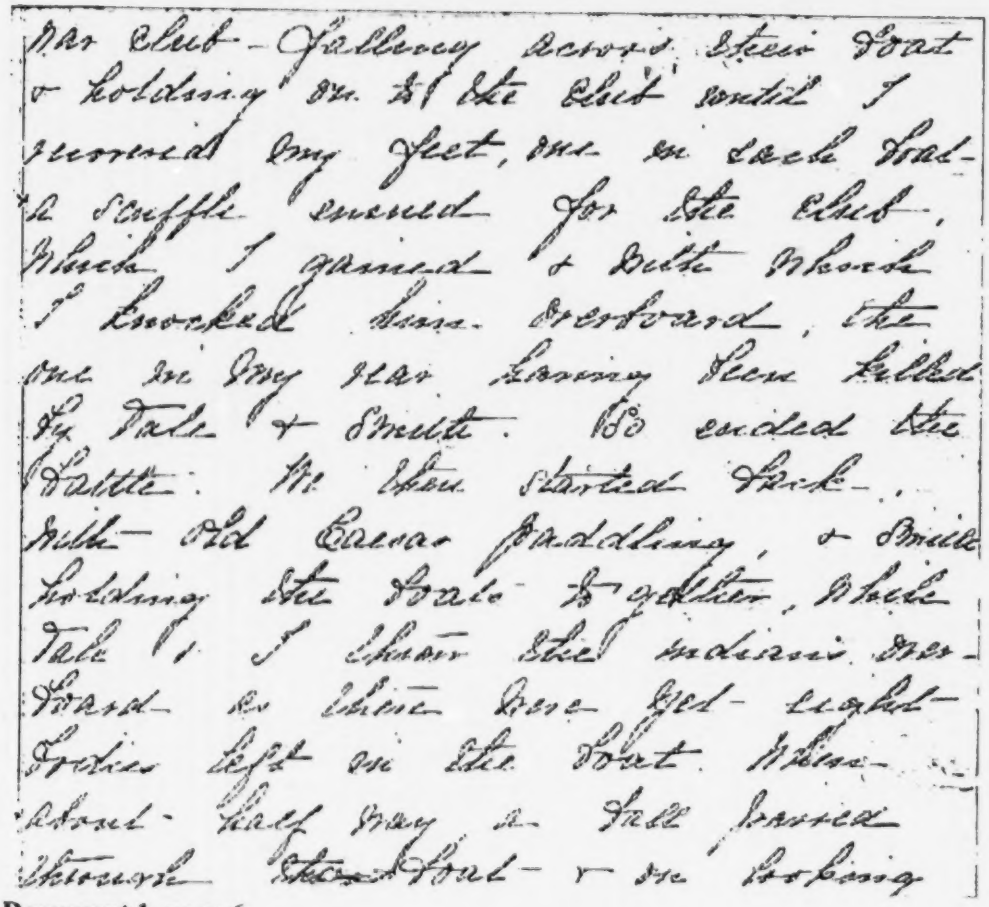

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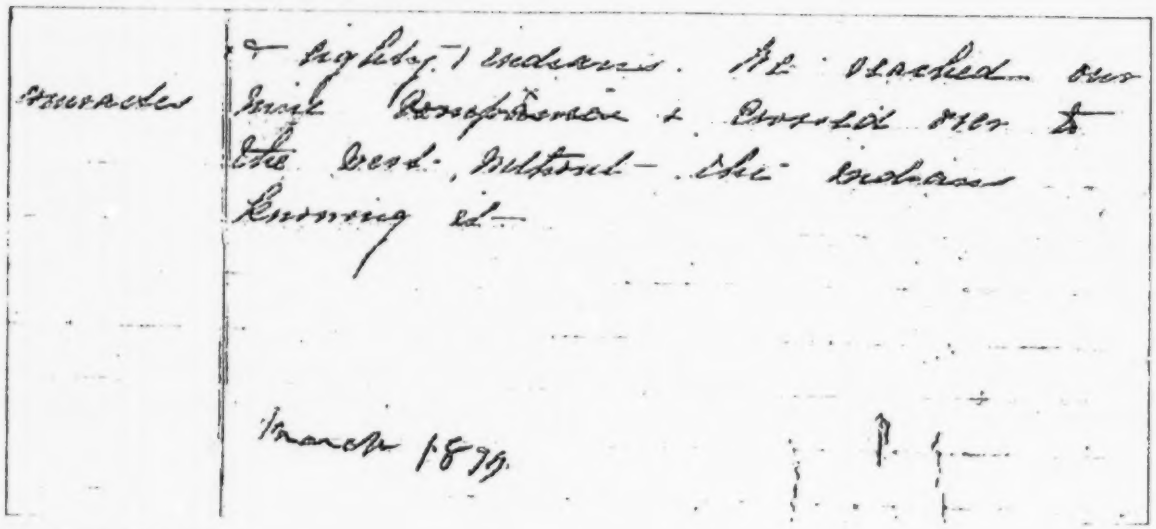

Document 1, page 7

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Document 1 – Translation

The Canoe Battle
By
Jeremiah Austill

On the 12th of Nov. 1813, Capt. Dale proposed an expedition upon the Alabama & was joined by Capt. Jones, making the party consist in all of 72 men. We struck the river above Jamestown where we procured two canoes & spent the night in the cane without fire. The next morning Dale , with all but 8 (eight) men started up on the East bank leaving me in command of the boats, to keep paralel with the land force. On reaching Bayly's farm a halt was made. Dale came on board, crossed to the farm & searched the same, finding plenty of fresh tracks. Returning, he started for Randon's plantation where I was to meet him. Soon after starting I discovered a boat descending with ten (10) Indians in it, who tacked about seeing us. We gave chase immediately & gained fast upon them. One half mile above they ran up Randons Creek, into the Cane. Soon after Dale & Jones met a party of Indians in the Cane, crossing the Creek. Dale killed the one in front. The Indians then dropped their packs, a fire was kept up for a few minutes after which the Indians fled in the Cane.

As the firing ceased I pushed on up to the Landing, Where the land party soon after arrived - This was Randon's Landing, below Jim Correls Landing or ferry. Capt. Jones crossed over with his men & all of Dale's Company, except twelve (12) men, namely Dale, Maj. Creagh, Smith Brady, Myself & Six others. We were roasting potatoes & beef taken up at the Creek, where the fight took place. Just as we were taking the potatoes from the fire a large body of Indians was discovered marching off on either side to surround us. We ran to the bank of the river & neither of the canoes had returned, the small one was on the way over. Just then we discovered a large Canoe descending with eleven (11) Indians in it.

As we were in a three acre field, we ascended the bank about twenty yds. & commenced firing, on the Indians in the boat, which was returned by them for several rounds, when two of them crept - met & made for the shore, some sixty or eighty yds above us & above the mouth of a small creek. Smith & I ran up to kill them & were followed by Creagh, who found us up to the waist in mud. We scuffled out & tho very heavy reached the place in time. We had to stand on the slope of the bank from which I slipped & fell into the river.

Just in front of one of them, both were carrying their guns above water. Smith fired & killed one, while the other sprang up & presented his gun at Smith as he ascended the bank, passing over my gun. I was after him, but ere I could recover my gun, he was in the Cane. I pursued him some forty yds for an open space to shoot & was just within four feet of a place when a gun was fired within thirty feet of me, the load passing just over my head. I turned to fire on the offender & Creagh was Just ascending the bank of the creek as I was passing in the Cane - supposing me to be an Indians & by this means my Indian escaped. We returned to Smith & descended the river on the turn of the back to

our squad. Dale in the meantime called to Capt. Jones to send over the large canoe to capture the Indian boat. Eight men started over, but when within fifty yds, the man in front rose up so as to see the number who were lying down loading their guns. He called to the padler to back out as there were so many Indians in the boat, whereupon they retreated, the small boat having reached us, paddled by an old Negro named Caesar. During the interval I ordered Brady to ascend the second bank to see if a land party of Indians were closing in upon us. He crawled up but seeing no Indians he mounted a pile of earth, whereupon some guns were discharged at him, shooting the breech of his gun off. With one bound, he was in our midst swearing it was too hot up there for him. Dale then proposed to Smith & I to board the boat. Dale then leaped down some ten feet, Smith & I following. We entered the boat in the same order placing one in the boat. We ran out some twenty yds below the Indians. They rose up & we all attempted to fire. Dale's rifle & my own missed fire from the wetting of our priming getting into the boat & the rolling of the boat caused Smith to miss his aim. Dale then ordered Caesar to paddle up in a hurry & upon approaching their boat, the chief & I exchanged blows with our guns. Catching the end of his, I drew him up to me within reach of Smith & Dale who fought him down. Dale broke the barrel of his gun into & Smith caught the muzzle with which he fought out the battle.- Dale getting Smith's gun with which he made his blows. I used the Chief's gun.

As we were running up broadside I had two upon me at one time until Dale got in the Indian boat & placed himself opposite Smith. On reaching the last two, one of them knocked me down with a War Club- falling across their boat & holding on to the club until I recovered my feet, one in each boat - a scuffle ensued for the club, which I gained & with which I knocked him overboard, the one in my rear, having been killed by Dale & Smith. So ended the battle. We then started back, with old Caesar paddling & Smith holding the boats together, while Dale and I threw the Indians overboard as there were yet eight bodies left in the boat. When about half way, a ball passed through the boat & on looking up we saw three Indians on the second bank Just above our ___? men, then under the first bank the second on taking rest on a stump. We stood up sideways & his ball struck the water, short of the boat - he at last took his seat - with a large bored rifle. I could see along the barrel & felt sure he would hit me. I drew myself up & stopped breathing - his ball passed within an inch of my abdomen, much to my relief. As we were approaching the same shore, the Indians retired to their main body of 280 (two hundred & eighty) Indians. We reached our nine comrades & crossed over to the west, without the Indians knowing it.

(On the original manuscript there is a pencil diagram of the field and position of the party drawn by J. Austill.)

(There is also a pencil notation "March 1874")

Document 2 - Dale's Canoe Fight," Nathan H. Glick, Pen and Ink Drawings, LPR 92, Alabama Department of Archives and History, Montgomery, Alabama.

LIFE OF MARGARET ERVIN AUSTILL

(Margaret Eades who has left this hitherto unpublished account of her experiences as a young girl, daughter of a pioneer and witness of many of the bloody scenes of the Creek Indian War of 1813-14, married Jeremiah Austill, whose autobiography also appears in this issue of the Quarterly. Mrs. Austill died in 1890 having borne several children whose descendants still live in South Alabama and other sections of the country. The magazine's object in presenting from time to time personal reminiscences of life in Alabama, is to inspire the present and future generations to emulate the qualities of courage and moral fortitude exemplified in the lives of their ancestors, the founders and builders of this great State.)

My father, John Eades, was a native of Georgia, my mother, Jenny Fee, was born in Ireland, in the County Atmah. Father and Mother first met in Augusta, Georgia, where they were married in 1802. They then left Augusta and bought a farm in Washington County on the Uchee Creek, where they lived happily and made money rapidly. Father had a saw mill and cotton gin, about the first one that was put up in the County. I well remember the mode of packing cotton in that early day. A round bag was fixed in a round hole in the floor of the gin house, which hung down some ten feet. A big negro man jumped in with an iron crowbar, two hands threw in the cotton, and the packer did the work by jambing it hard with an awful grunt every lick. I was dreadfully afraid to go near the big bag with the negro inside shaking it.

Oh, it was a sad day when Father determined to move to Louisiana, but so it was, that on a bright morning in the spring of 1811, the wagons were loaded and three families were assembled at my Father's house. My Uncle, Daniel Eades, his wife and one daughter, Mr. Billy Locklin and wife, and about one hundred slaves, men, women and children, and with much weeping at parting from dear old friends, the drivers cracked their whips and off we rolled, much to my delight. But my sister, five years older than myself, was weeping bitterly. I was all talk, she said to me "Do hush, you too will rue the day." Childlike, I reveled in a bustle and change. Well, the first night we camped at Sweetwater Iron Works, where Father's sister, Mrs. Jenkins, came to bid us good-bye. She was a jolly old soul,—was Aunt Priscilla. She spent the night with us in camp, after breakfast next morning she

Document 3 - Margaret Ervin Austill, "Memories of journeying through Creek county and childhood in Clarke County, 1811-1814," as printed in the Alabama Historical Quarterly, Vol.6, No.1, Spring 1944. Page 1

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drew out a flask of rye rum from her pocket, saying "John and Daniel, I drink to all, good luck attend you, but the next thing I hear will be that you all have been scalped by the savages, so be on your guard, for war will surely come, and that soon. Farewell, may the Lord guide you through the wilderness." Our party traveled on through the Cherokee Nation without the least trouble. The Indians were kind and friendly, but as soon as we entered the Creek or Muskogee Nation, we could see the terrible hatred to the white, but as we advanced, we were joined by many movers, which gave us more security. At night the wagons were all fixed round the encampment, the women and children and negroes in the center, the men keeping guard with guns, so we made a formidable appearance of defense. One night after a fearful day, the Indians had followed us for miles, we camped in an old field. Just as supper was announced, a most terrific earthquake took place, the horses all broke loose, the wagon chains jingled, and every face was pale with fear and horror. The Indians came in numbers around us looking frightened, and grunting out their prayers. The trees lapped together, and Oh, the night was spent in terror by all, but next day some of the Indians came to us, and said it was Tecumseh stamped his foot for war. Then the rain set in, not a day without rain until we crossed the Alabama, there were no roads, and mud and water large creeks to cross with slender bridges made by the Indians, which they demanded toll at a high price for every soul that crossed a bridge, and often rather than pay, the men would make their negroes cut trees and make a bridge, which gave the Indians great anger, and they would threaten us with death. No doubt we would have been killed had it not been for Uncle Daniel Eades, who had been stolen from the Fort in Georgia by the very people that threatened us. He was a little boy, only a year old when the Indians took him from the nurses and carried him to the Nation, and gave him as a present to their big Medicine Man, who raised him and taught him his craft in roots and herbs. He would talk to them and defy them, he would go to his wagon and draw out Grandfather's long sword that he wore in the Revolution, brandish the sword, and speak to them in their own language, telling them they were fools, that they were nothing, and could never whip the whites, but that their Nation would be destroyed. They would listen to him, and raised their blankets around their shoulders and move off, doggedly shaking their heads. Well, finally we crossed the Alabama River at Dale's Ferry, we then were in Clarke County, bound for Louisiana,

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expecting to cross the Tombigbee next day at Carney's Ferry. That night we camped at this place, some of the neighbors came to see us, Mr. Joel Carney, Mr. Henry B. Slade, Mr. George S. Gullet, and every one begged Father and all the travelers with him to stop here until they could recruit their teams that were completely broken down. They said we could never get through the swamp on the other side of Bigbee, and after a consultation, all consented to remain until they could make corn to fatten their teams. Father bought this place, which was only a claim with a small log cabin on it. Daniel Eades rented the Sun Flower Bend, Billy Locklin built a cabin on Salt Creek, and put up a saw and grist mill on the creek in a very short time, the first saw mill that was built in Clarke County. So Father put some hands to cutting cane and planted corn. He had brought a whip saw with him, he put up large logs of pine on a scaffold, and with two negroes, one on top and one at the bottom. They sawed planks for flooring, for every family then lived in cabins on ground floors. Father kept on building and making us comfortable, but when the corn was gathered, Uncle Daniel Eades said, "Well, John, it is time to be off, let us hurry up and be gone, the waters are low, the roads good, the teams fat, and all well. This is no country for us, let us travel." Father said, "Daniel, I am getting fixed up here, the water is splendid, the land good enough, and you have made a fine crop of corn, we have wild game plenty for the shooting, and I can't see that we could do better." "John," he replied, "You will never make a fortune here, so come with me, I hate to leave you, but here I will not stay." But Father would not leave, so Uncle Daniel left, and we only had one year of peace, for the Indians came down upon us with vengeance. Uncle Daniel came back for us, said everything he could to get Father to go with him, but all in vain, so he left us to battle through the fearful war. One morning, Mother, Sister, and myself were at home alone except the servants, Father had gone to the plantation, when a man rode up to the gate and called to Mother to fly, for the Creek Indians had crossed the Alabama, and were killing the people. Mother said, "Where shall I fly to, in God's name?" He said, "There are a number of people coming to cross the Bigbee to get into the Choctaw Nation, they will be along in a few moments, but where is Captain Eades?" "Down at the river," said Mother. "Well," he said, "Run, down there and go over the river," so we took our bonnets, Mother took her silver, and we left the house in a run. Our cook, a tall black handsome woman, said "Missus, I will stay

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at home and take care of things and take you something to eat if I can find you, the devils are afraid of me, you know." Mother said, "Hannah, you will be murdered." Hannah was a natural curiosity, she was black, or rather blue-black, with clear blue eyes, which gave her a peculiar appearance. As we traveled through the Nation the Indians often came to the camp and demanded bread, they would say "bread, gimme some, gimme all," Mother would say to Hannah to give them bread, she would say, "I had rather give them shot and powder," then she would stretch her blue eyes and throw chuncks of fire at them, and make them scamper off, saying "Och, och," their grunt when frightened.

Well we ran as fast as we could, and met Father about a mile from home with horses, he had heard the news too. Mother sent the horses on to help a family by the name of Carter to get to the river, they had a large family of small children. Father told us that people were gathering at Carney's Bluff, and were at work there building a Fort, all hands, negroes and whites. When we arrived at the river it was a busy scene, men hard at work chopping and clearing a place for a Fort, women and children crying, no place to sit down, nothing to eat, all confusion and dismay, expecting every moment to be scalped and tomahawked. We all sat round until night, people coming in continually, for this part of Clarke was thickly settled, I went to Mother and told her I was tired and sleepy, she untied her apron and spread it down on the ground, and told me to say my prayers and go to sleep, so I laid me down, but could not sleep, the roots hurt me so badly. I told Mother I had rather jump in the river than lie there, she quietly replied, "Perhaps it would be best for us all to jump in the river," then made me lie still. I had thought Mother would take me on her lap if I was so willing to die. With superhuman exertion, the Fort was finished in one week, the tents all comfortable, the streets full of soldier boys drilling, drums beating, pipes playing, but no Indians yet. Our scouts were out all the time. The brave fellows had a hard time tramping through swamps and canebrakes, but Oh, after the war did set in in Thirteen, we were in great peril all the time.

One night our sentinels were hailed by Jere Austill, they came and awoke Father, who went out immediately and let him in. He told Father that the Fort Sinquefield had stampeded, the people all making for our Fort or St. Stephens, and the people in his Father's Fort, near Suggsville, were in the act of breaking up

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too, but they had concluded to send him down to the arsenal for a Company of Regulars, and if they could get them, they would hold the Fort. Mother roused the cook, and gave Jere a nice supper at midnight, Father put him over the river and saw the General, told his business, and was glad to hear the order for the Company to come back with him, but Jere begged to be excused, said "Send the soldiers, but I must travel alone."

We fared very well in the Fort, thanks to Hannah, the faithful servant that stayed at home. She made the garden, milked the cows, churned the butter, raised chickens, and came every other day to the Fort with a large basket on her head. Mother would say, "Hannah, you are a jewel, what would we do without you, thanks to your blue eyse." So often she said she saw moccasin tracks in the path. Time passed on with fear and trembling with the grown folks, but we children engaged every moment. I was in every tent in the day, some laughable things would occur. There was a Mrs. Smith, quite an original, she was a very good woman, but violent tempered. The boys took great delight in teasing her, she often threw hot water on them, one day the carpenters were at work building a block house to mount a cannon on the top, two of the men became outrageously mad with each other, and Garner, a great bully, who was always kicking up a fuss, drew a broadax on a defenseless man, screaming he would split him open. The man took to his heels and Garner after him, threw tents over women and children, finally the man ran through Mrs. Smith's, and Garner after him, full tilt, the old lady grabbed up a three-legged stool, saying " dead", but I let him have it, one corner of the stool struck Garner on the temple, and down he went, blood spurting from his nose. She thought she had killed him dead. She ran over to Mother's tent and said, "Where is Captain Eades? By the Lord I have killed Garner, and he must put me over the river, for Garner's folks will string me up if they catch me." She ran to meet Father, and he took her to the river and set her over in the canebrake. She said, "Now you go back, and if Garner is dead, you come to the bluff and whistle on your thumbs, then by the Lord Old Betsy Smith is off to the Choctaw Nation." When Father returned, Garner had been brought around, and after that became a very quiet and peaceful man, never bragged or bullied more during the war.

After we had been in the Fort six months, the Indians became very hostile, crossed the Alabama and burned houses, corn, de-

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stroyed cattle, and killed people that were at home in spite of all that could be done by the scouts. Every family was obliged to go into a Fort. There was an old widow named Cobb, who had two sons old enough to be in the service, but she told them to stay at home and make corn, she was not afraid of Indians, but one day while the boys were plowing in the field, they saw Indians jumping over the fence, the boys stripped the gear off the horses, mounted in a moment, and flew to the house, calling their Mother. She ran out to meet them, and just as she passed her chimney corner, she saw her dye tub with indigo blue, she just turned the whole contents into her lap, jumped up behind her son and galloped to our Fort from Choctaw Bluff, eight miles. When they arrive, they were all blue, from head to foot. That was the only thing they saved was the thread that was in the blue dye. The women in the Fort all joined and soon made a piece of cloth of the blue, for all had spinning wheels and looms in the Fort, for it was the only way that clothes were obtained in those days. The day Fort Mims fell was a sad day to all the country. Every heart nearby became paralyzed with fear, and our men that had been so brave, became panic striken, and their families pleading to be taken to Fort St. Stephens. Father and dear old Captain Foster spoke to them in vain, they stampeded, some families took to the canebrakes, some to St. Stephens, some down the river to Fort Stoddard, where the arsenal is now. Just as Father and Mother, with Sister and myself were in the act of getting into the canoe to cross the Bigbee, for not a soul was left in the Fort, a young man came running down the bluff calling to Father not to leave him, for God's sake, to be murdered, for the Indians were coming. "Oh, don't leave me, I shall die if you do." Mother was standing on the bank until we were safely seated, for the canoe was a small one, could only carry four persons. Father told the man that it was impossible for him to take him in that his family must be saved first. The poor fellow cried out, "Oh, God, I shall be killed." Mothe rsaid, "Oh, dear husband, take the coward in, I will wait here until you come after me," and she actually pushed him in, and with her foot sent the canoe flying off, and sat down on the sand quietly waiting Father's return. As soon as the boat struck shore, the fellow made tracks for the Choctaw Nation. In a few days, after the excitement, all the people returned and pledged themselves to remain and hold the Fort. In the meantime, the young folks were courting and making love, although they were in a Fort expecting to lose their scalps at any moment. Mr. George

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S. Gullet became engaged to my sister, Mary Eades, and then implored our parents to allow the marriage, because he could be of so much help to us, could take care of Sister, and then Father would only have Mother and me to take care of, so they consented that the marriage should take place in the Fort. Mother sent Hannah word that she must get up a large wedding supper, and manage to get it to the Fort. Hannah came down in a complete upsetment, "Name of de Lord, Missus, what I gwine do for all de silibubs and tings for Miss Mary's wedding?" Mother said, "Never mind, Hannah, make plenty chicken pies, I can buy turkey from the Choctaws, save cream, make plenty of potato custards and huckleberry tarts. We will have coffee enough for all the Fort, so go right at the work." "Well, well, did I ever tink to see de day, did I ebber, my Lord, Miss Mary must be crazy. But she set to work with a will. Invitations were general to the whole inhabitants of the Fort, they were married, and a jolly wedding it was. One old man sat down to the long table, looked over at Mother, and she said, "Help your self, sir." I thank you, Madam, I will with presumption." I laughed, and being a little girl, was sent off from the table.

Not long after the wedding we had a respite, the Indians were driven back, and all returned joyfully to their houses. Very few had been destroyed this side of Choctaw Bluff, but we could hear of fearful murders. Men would venture too far, and again and again we were forced to return to the Fort until at last General Jackson came to our rescue and finished the war. All the gallant young men joined his army. My Father carried his provisions up the Alabama in his barge, even as high as Fort Jackson above Wetumpka. Sam Dale, Jere Austill, and many others were with Jackson fighting like heroes for many months, and after the Indians gave up, they went with Jackson to Pensacola and Mobile, some went to New Orleans. Austill was very sick at the Battle of New Orleans, but one of his cousins was killed there, he was a Files. About the last of Fourteen all the people were gay, money was plenty, and the people were pouring in by thousands. The County was filled with young men looking for land, school teachers getting up schools. The largest school in the territory was at St. Stephens, there I was sent with many a poor little waif to learn grammar. Our teacher was Mr. Mayhew, from North Carolina, a splendid teacher and good man.

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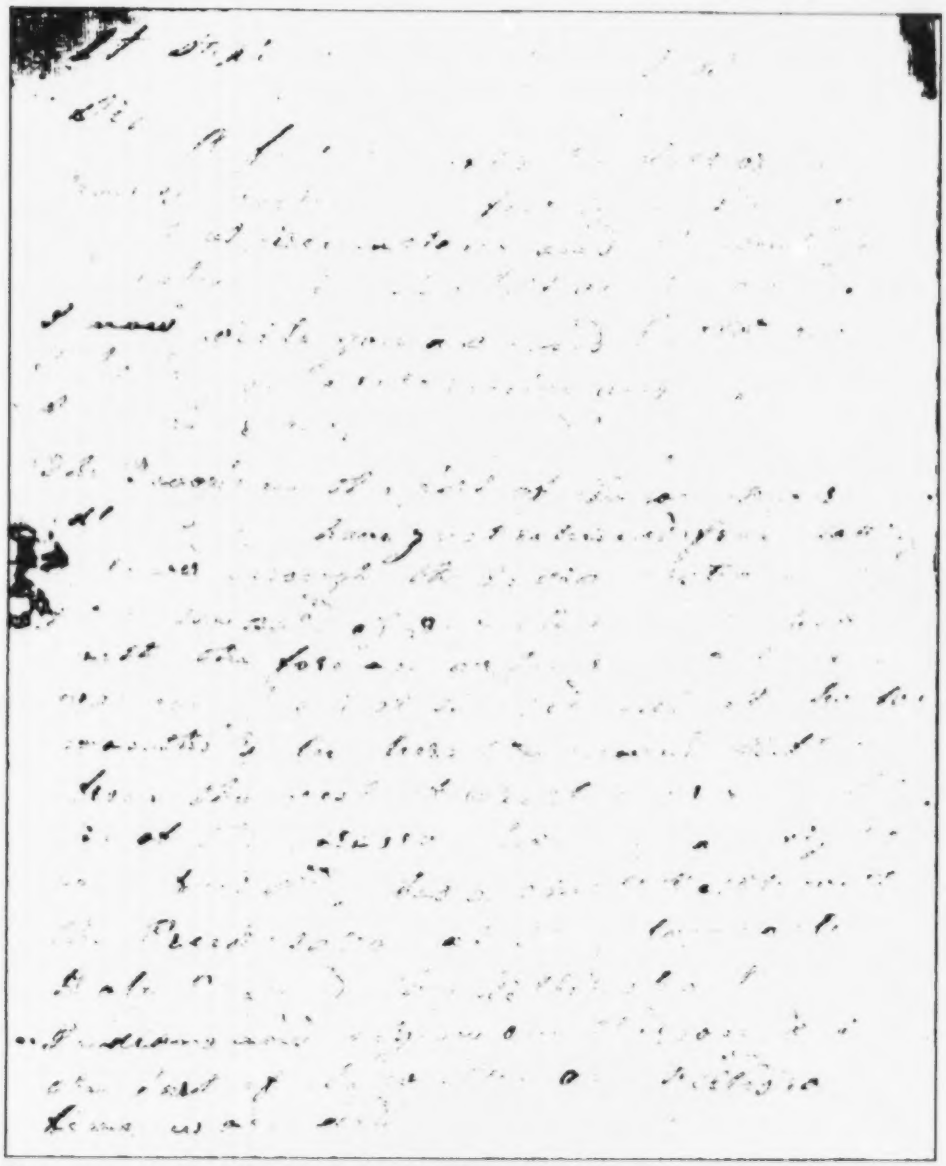

Document 4 - Neal Smith, Letter, SPR 8, Alabama Department of Archives and History, Montgomery, Alabama. Page 1

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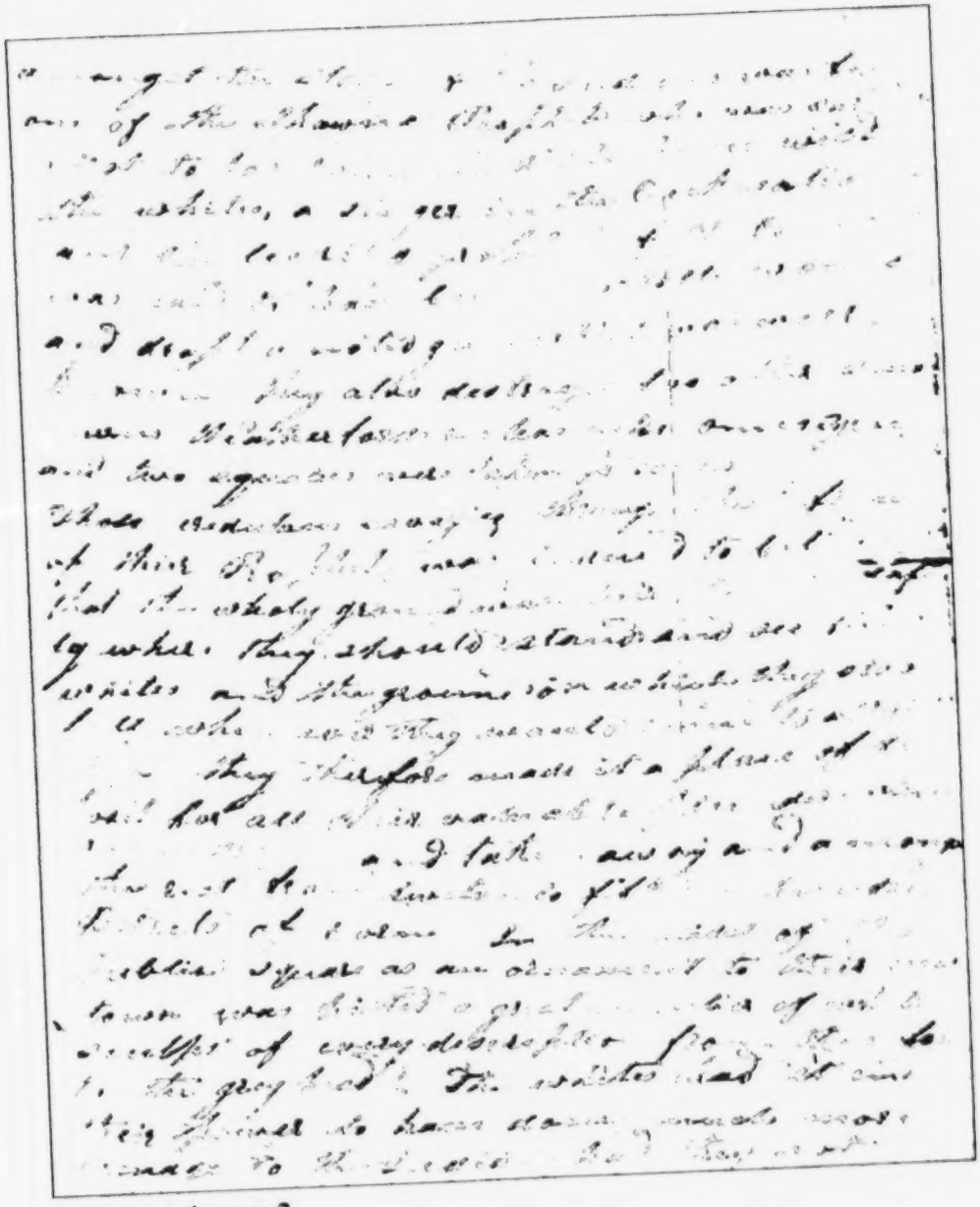

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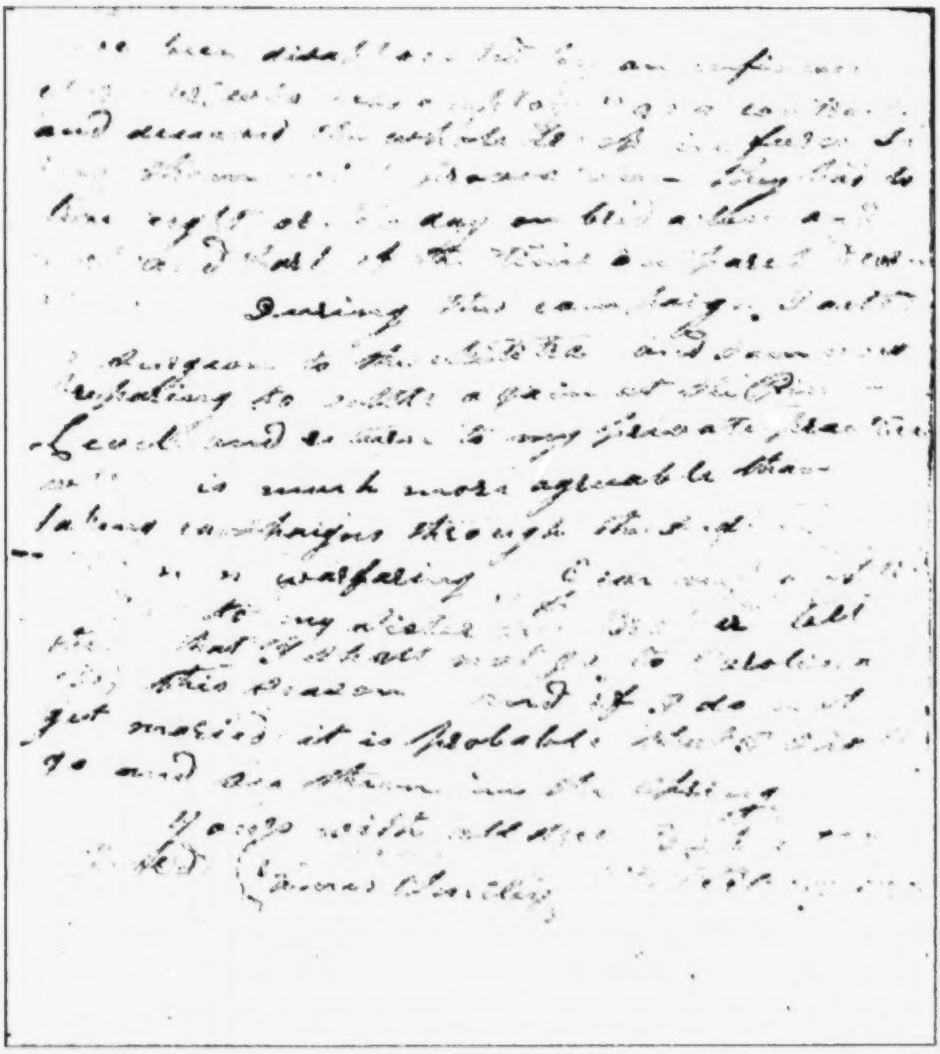

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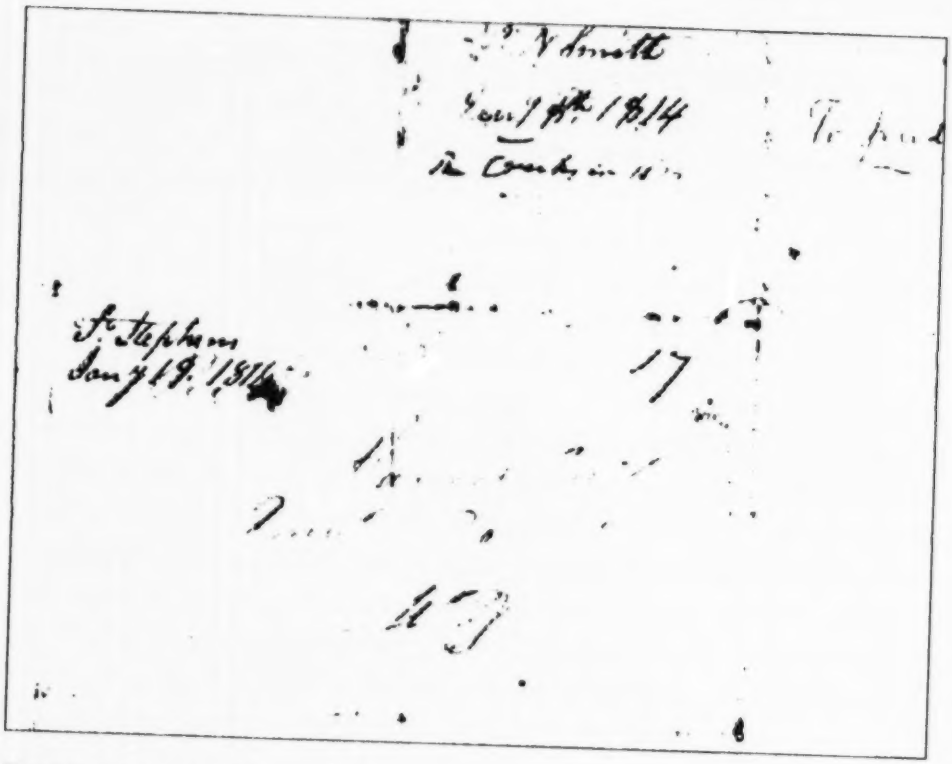

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Document 4 Transcript

(Page 1)
St. Stephens January 8th 1813

Sir

A few days after the fall of Fort Mims I wrote you a few lines stating to you that circumstance and the distress of the citizens in this part of the country. I now write you a second letter which I hope you will receive and give an an-swer in return. The troops in this part of the country are now idle as they have just returned from taking tower [tour] through the Indian Nation On the 23rd of December last, General Claiborne with the forces under his command which was composed of the 3rd Regt. the twelve months Volunteers, the mounted Riflemen from the west of Pearle River and the Indi-ans of this part & composing in all eight or nine Hundred-had a small Battle within the Creek Nation at the place called the Holy Ground; they killed about twenty Indians and Negroes on the grounds on the part of the whites one killed andfive wounded.

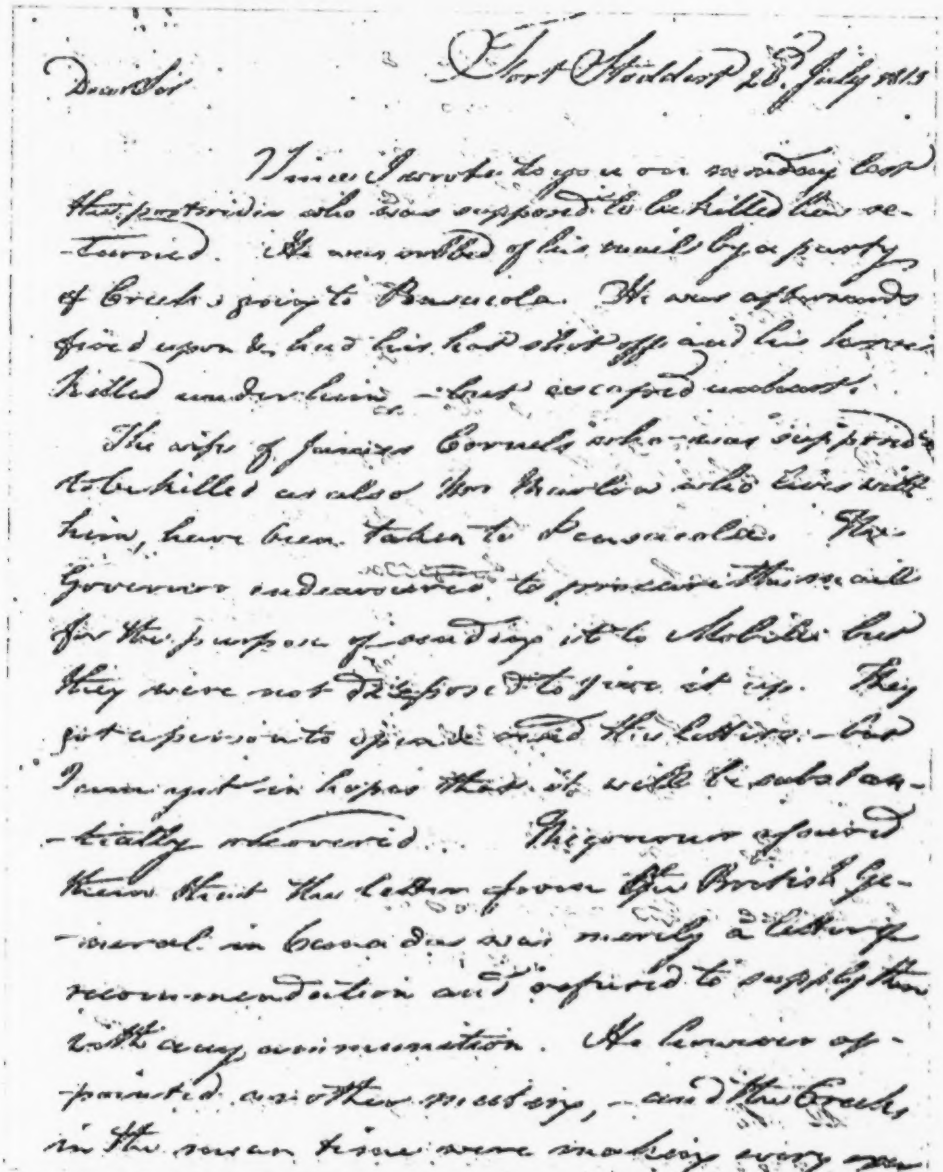
(Page 2)
Amongst the slain of the Indians was found one of the Shawnee Prophets who was said first to have raised the disturbance with the whites, a singer in the Creek Nation-and the leading prophet of the Creeks was said to have been mortally wounded and dropt a noted gun which was well known. they also destroyed two other small towns Weatherfords & Menacks one Negroe and two squaws were taken prisoners Those credulous savages, through the influence of their Prophets was induced to believe that the wholy ground was their place of saf-ty where they should stand and see the whites and the ground on which they stood fall when ever they would come to attack them. They therefore made it a place of de-posit for all their valuable plunder which was destroyed and taken away and amongst the rest from twelve to fifteen hundred Barrels of corn In the midst of the public square as an ornament to their new town was histed a great number of white scalps of every description from the infant to the grey head. The whites had it in their power to have done much more damage to the Indian had they not

(Page 3)
have been disappointed by an infamous character who was employed as a contractor and deceived the whole troops in furnish-ing them with provision—they had to live eight or ten day on bread alone and part of the time on parched corn alone.

During the campaign I acted as surgeon to the militia and I am now preparing to settle again at the Pine Level and return to my private practice which is much more agreeable than taking campaigns through the Indian Nation or warfaring. Give my compli-ments to my sister and Brother tell them that I shall not go to Carolina this season and if I do not get married it is probable that I shall go and see them in the spring.

Yours with all due Respect etc.
Neal Smith

Recv'd James Smiley



Dear Sir

Fort Stoddert 28 July 1813

When I wrote to you on Sunday last that Partridge who was supposed to be killed had returned. He was robbed of his mail by a party of Creeks going to Pensacola. He was afterwards fired upon by said his horse shot off and he himself killed under him - but escaped unhurt.

The wife of Jamison Cornells who was supposed to be killed as also Mrs Brunlow who lives with him, have been taken to Pensacola. The Governor endeavoured to procure them all for the purpose of sending it to Mobile but they were not disposed to give it up. They sent a person to speak about his return - but I am not in hopes that it will be obtained. The governor found from the letter from the British General in Canada that was merely a letter of recommendation and inspired to supply the with any ammunition. He however appointed another meeting, - and the Creeks in the mean time were making every

Document 5 - Harry Toulmin, Letter, SPR 234, Alabama Department of Archives and History, Montgomery, Alabama., page 1

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-tion to procure powder & Ball by private
purchase. They have also great recourse
to the old arms, bows & arrows, in the fabri-
-cation of which they discover much skill
and render them more dangerous than
bullets. They were still in Pensacola
on Wednesday. Mr Tate returned to in-
-form us of what he had learnt. Mr.
Peirce staid behind to obtain further in-
formation. Mr Tate learns from
persons whom he has seen that were car-
-ried down with them, - that their language
breathes vengeance on the white people, &
that they have disposed their hearts & de-
-sign to attack the Tensaw settlements,
& Mobile soon after their return. Mr
Manac also informs me that he believes
their great object to be an attack on the
white people. They are in deadly fear
to death either of their own chiefs. This
will effect a complete revolution in the
Government, and the patriots will obtain

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an uncontrollable sway. As to the half breeds the revolutionists have no original guarantee with them. If they join into the movement they will be well. They will remain unmolested. — But if they take part with white men, they will meet with the fate of white men.

The half breeds, however, do not think fit to trust themselves with them or to come back on their reserves. They have fled and have left behind them their crops & other property.

I visited them yesterday. They are in confusion and distress. Not less so are my white neighbours on Jackfish.

They are erecting forts — either in swamps or islands at this place. Some are underground others above. Both the rivers. On the other side of the river animals of the horses are abandoned. The expedition under Col. Collier is to start to-morrow. I think it just justifiable to send Payson — but I tremble for the issue. With numbers inferior to the Indians & skill far inferior we cannot calculate on any thing in their favour but the [illegible] of surprise. I regret that [illegible]

Document 5, page 3

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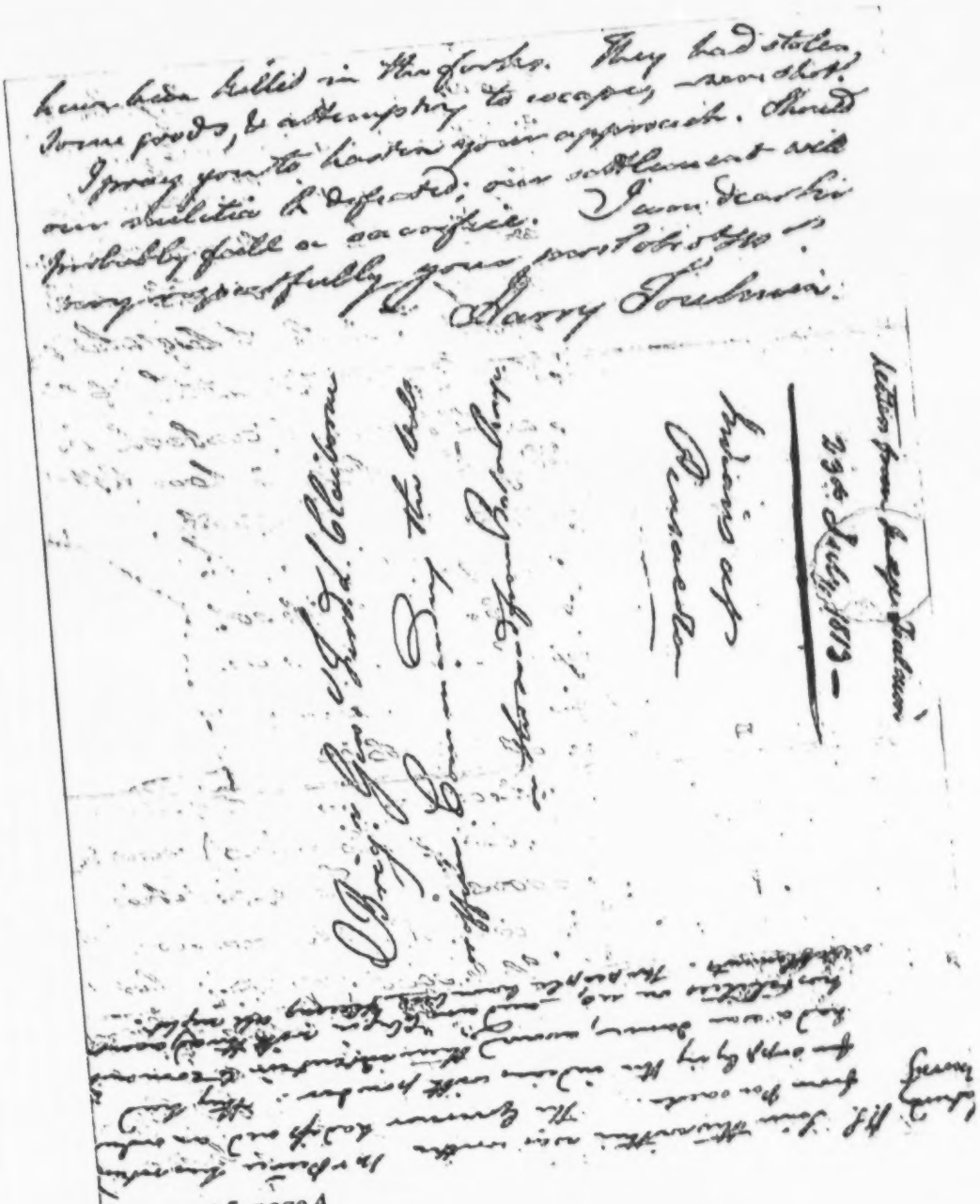

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Document 5 Transcript

Harry Toulmin, Mississippi Territorial Judge, Letter to Brigadier General Ferdinand L. Claiborne, or officer commanding the Volunteers on the road from Baton Rouge, 23 July 1813.

Fort Stoddert 23rd July 1813

Dear Sir

Since I wrote to you on Monday last the postrider who was supposed to be killed has re-turned. He was robbed of his mail by a party of Creeks going to Pensacola. He was afterwards fired upon & had his hat shot off and his horse killed under him -but escaped unhurt.

The wife of James Cornels who was supposed to be killed as also Mr. Marlow who lives with him, have been taken to Pensacola. The Governor endeavored to procure the mail for the purpose of sending it to Mobile butthey were not disposed to give it up. They got a person to open & read the letters;--but I am yet in hopes that it will be substan-tially recovered. The Governor assured them that the letter from the British Ge-neral in Canada was merely a letter of recommendation and refused to supply them with any ammunition. He however ap-pointed another meeting,-and the Creeks in the mean time were making every exer-tion to procure power & lead by private purchase. They have also great recourse to the old arms, bows & arrows, in the fabri-cation of which they discover much skill, and render them more dangerous than bullitts. They were still in Pensacola on Wednesday. Mr. Tate returned to in-form us of what he had learnt. Mr. Peirce staid behind to obtain further in-formation. Mr. Tate learns from persons whom he has seen that were car-ried down with them,--that their language breathes vengeance on the white people, & that they have dropped some hints of a de-sign to attack the Tensaw settlements,(14 miles from this) on their return. Mr. Manac also informs me that he believes their great object to be an attack on the white people. They aim indeed to put to death eight of their own Chiefs. This will effect a complete revolution in the government, and the patriots will obtain an uncontrolable sway. As to the half breeds,the revolutionists have no original quarrel with them. If they fall into the new order of things; it will be well. They will remain un-molested:--but if they take part with white men; they will meet with the fate of white men.

The half breeds, however, do not think fit to trust themselves with them or to embark in their measures. They have fled and have left behind them their crops & other property. I visited them yesterday. They are in confusion and distress. Not less so are my white neighbours on Tensaw.

They are erecting forts, --seeking safety in swamps, or defence at this place. N-----(torn) ever renders our situation better but the two rivers. On the other side of the rivers,-- nine-tenths of the houses are abandoned. The expedition under Col. Callier is to start tomorrow. I thought it justifiable & sent my son; -- but I tremble for the issue. With numbers only equal to the indians & skill far inferior, we cannot calculate on anything in their favour but the effect of surprise. I regret that two Indians have been killed in the forks. They had stolen some goods, & attempting to escape, -- were shot.

I pray you to hasten your approach. Should our militia be defeated; our settlement will probably fall a sacrifice. I am dear sir, very respectfully your most obed't serv't

(signed) Harry Toulmin

Saturday Morning

P.S Since the within was written, Mr. Peirce has returned from Pensacola. The Governor has issued an order for supplying the indians with powder: they had had a war dance, avowed their intention to commit hostilities on us,-- and also to begin with the adjacent settlements. The people have been fleeing all night.

Mississippi Territory } The Deposition of Samuel Manac
Washington District } of lawful age a warrior of
the Creek Nation —

About last of October thirty northern Indians came down with Tecumpow who said he had been sent by his brother the Prophet. They attended our Council at the Tuccabatchee, and held a Talk for us. I was there for three days, but every day whilst I was there Tecumpow refused to give delivery his Talk. and on being requested to give it said that the Sun had gone too far that day: The day after I came away he delivered his talk. It was not little about Christmas that any of our people began to dance the war dance. The Muscogees have not been used to dance before war but often. at that time about 40 of our people began this. northern custom, and my brother in law Peter who also pretends to be a prophet, was at the head of them.

This number has very much increased since and there are probably now more than a half of the Creek nation who have joined them.

Being afraid of the consequences of a Murder having been committed in the mail route, I had left my home on the road and had gone down to my Plantation on the River. I stayed there some time. I went to Race

Document 6 - Samuel Manac, Deposition, SPR 26, Alabama Department of Archives and History, Montgomery, Alabama. Page 1.

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Pensacola with some Stores during which time
my Sister & Brother who have joined the war party
came and got off a number of my Horses and other
Stock and thirty Six of my Negroes. about one
or two & twenty days ago, I went out to my
House on the road, and found some Indians
Encamped near it. who tried to avoid me but
not an Indian came to me who past by the
name of high Headed Jim, and who I found
had been appointed to lead a party sent from
the Hatchee Town on the Tallapoosa, on a
trip to Pensacola. He shook hands with me &
immediately began to tremble & jerk in
every part of his frame, and the very Calves of
his legs would be convulsed, and he would get
seemingly out of breath with the agitation this
Practice was introduced in May or June last
by the prophet Francis who says that he was
to instructed by the Spirit. high headed Jim
asked me what I meant to do. I said that I
should sell my property and buy ammunition
& join them. He then told me that they
were going down to Pensacola, to get ammunition
& that they had got a letter from an
British General, which would enable them to

Document 6, page 2

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receive Ammunition from the Governor. That if
had been given to the Little Warrior as said by the
Kaphart when he was killed and sent down to
France. Big Head told me that when they were
back they expected shortly another body of Men would
go down for another supply of Ammunition
& that Ten men were to go out of each Town.
and that they calculated on five horse loads for
every Town. He said that they were to make
a General attack on the American Settlements
that the Indians on the waters of the Coosa &
Tallapoose & on the Black Warrior were to
attack the Settlements on the Tombeby & Alla
bama particularly the Frontier of that Settle
ment. That the Creek Indians bordering on
the Chunnakey were to attack the people of
Tennessee & that the Seminolies & Lower Creeks
were to attack the Georgians. That the Choctaws
also had joined them and were to attack the
Mississippi Settlements. That the attack was
to be made at the same time in all places
when they got furnished with ammunition
I found from my Sister that they
were treated very rigorously by the Creeks
and that many particularly the women
among them two daughters of the late General
Mc Killoway, who had been induced to join

Document 6, page 3

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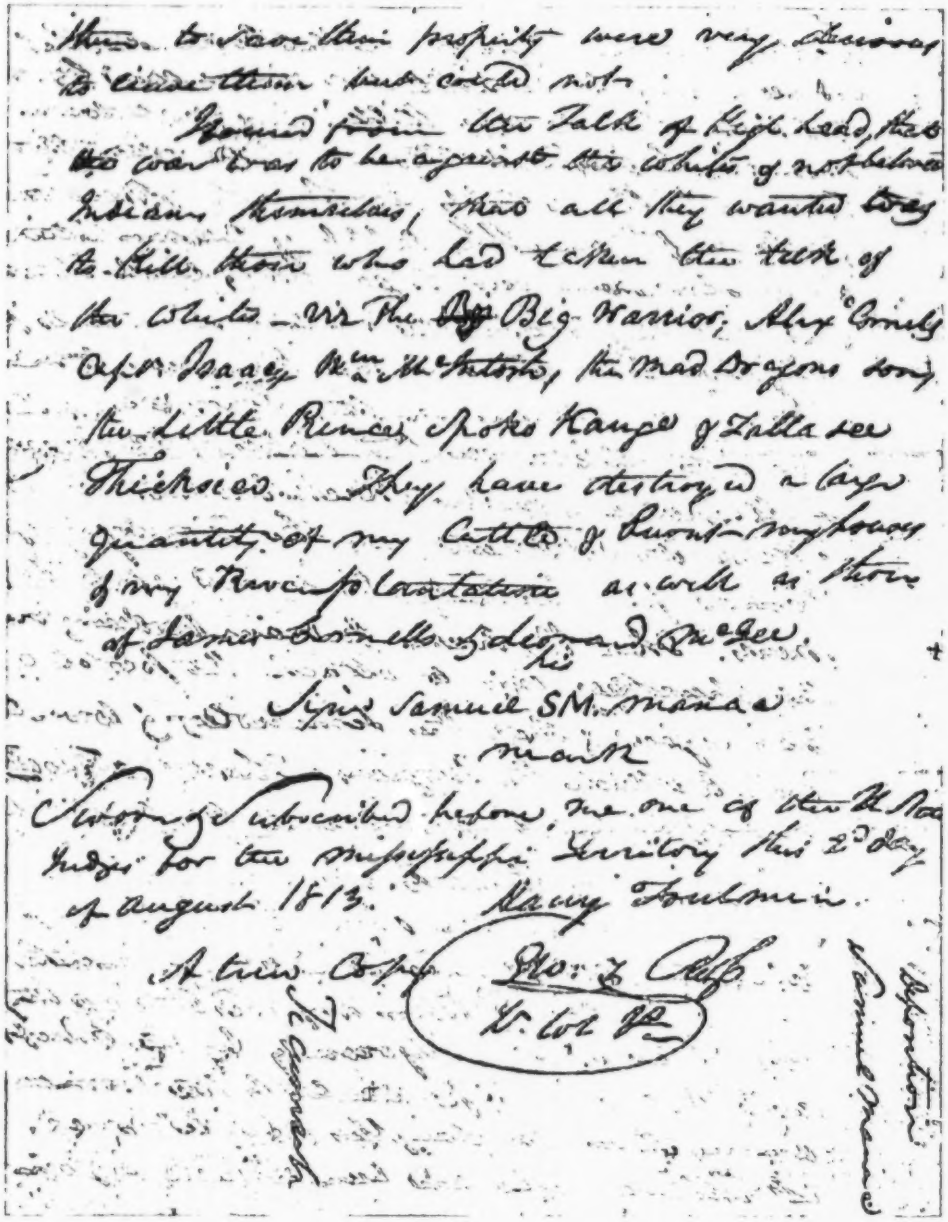

Document 6, page 4

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Document 6 Transcript:

(Page 1)
Mississippi Territory} The Deposition of Samuel Manac
Washington District } of Lawful age a Warrior of the Creek
nation -----

About last of October thirty northern Indians came down with Tecumpsee who said he had been sent by his brother the Prophet. They atten-ded our Council at the Tuccabache, and had a Talk for us. I was there for the space of three days, but every day whilst I was there, Tecumpsee refused to deliver his Talk. And on being requested to give it said that the Sun had gone too far that day. The day after I came away he delivered his talk. It was not till about Christmas that any of our people began to dance the war dance. The Muscogees have not been used to dance before war but after. At that time about 40 of our people began this northern custom; and my brother in law Francis who also pretends to be a prophet, was at the head of them.

Their number has very much increased since and there are probably now more than a half of the Creek nation who have joined them.

Being afraid of the consequences of a murder having been committed on the mail route; I had left my house on the road and had gone down to my Plantation on the river. I staid there some time. I went to Pens-

(Page 2)
-sacola with some steers, during which time my Sister & Brother who have joined the war party came and got off a number of my horses and other stock and thirty six of my Negroes. About one or two & twenty days ago, I went up to my house on the road, and found some indians camped near it. Who I tried to avoid but could not. An Indian came to me who goes by the name of High Headed Jim, and who I had been appointed to head a party sent from the Auttacee Town on the Tallapoose, on a trip to Pensacola. He shook hands with me & immediately began to tremble & jerk in every part of his frame, and the very calves of his legs would be convulsed, and he would get entirely out of breath with the agitation. This Practice was introduced in May & June last by the prophet Francis who says that he was so instructed by the Spirit. High Headed Jim asked me what I meant to do. I said that I should sell my property and buy ammunition & join them. He then told me that they were going down to Pensacola, to get ammuni-tion, and that they had got a letter from a British General, which would enable them to

(Page 3)
receive ammunition from the Governor. That it had been given to the Little Warrior & saved by his Nephew when he was killed and sent down to Francis. High head told me that when they went back with their supply another body of men would go down for another supply of ammunition and that ten men were to go out of each Town and that they calculated on five horseloads for every Town. He said that they were to make a general attack on the American Settlements that the Indians on the Waters of the Coose & Tallapoose & on the Black Warrior were to attack the settlements on the Tombigby & Ala bama particularly the Tensaw & fork Settlements. That the Creek Indians bordering on

the Cherokees were to attack the people of Tennessee & that the Seminolees & lower Creeks were to attack the Georgians—That the Choctaws also had joined them and were to attack the Mississippi Settlements. That the attack was to be made at the same time in all places when they got furnished with ammunition.

I found from my Sister that they were treated very rigorously by the chiefs and that many particularly the women among them two daughters of the late General McGillivray, who had been induced to join

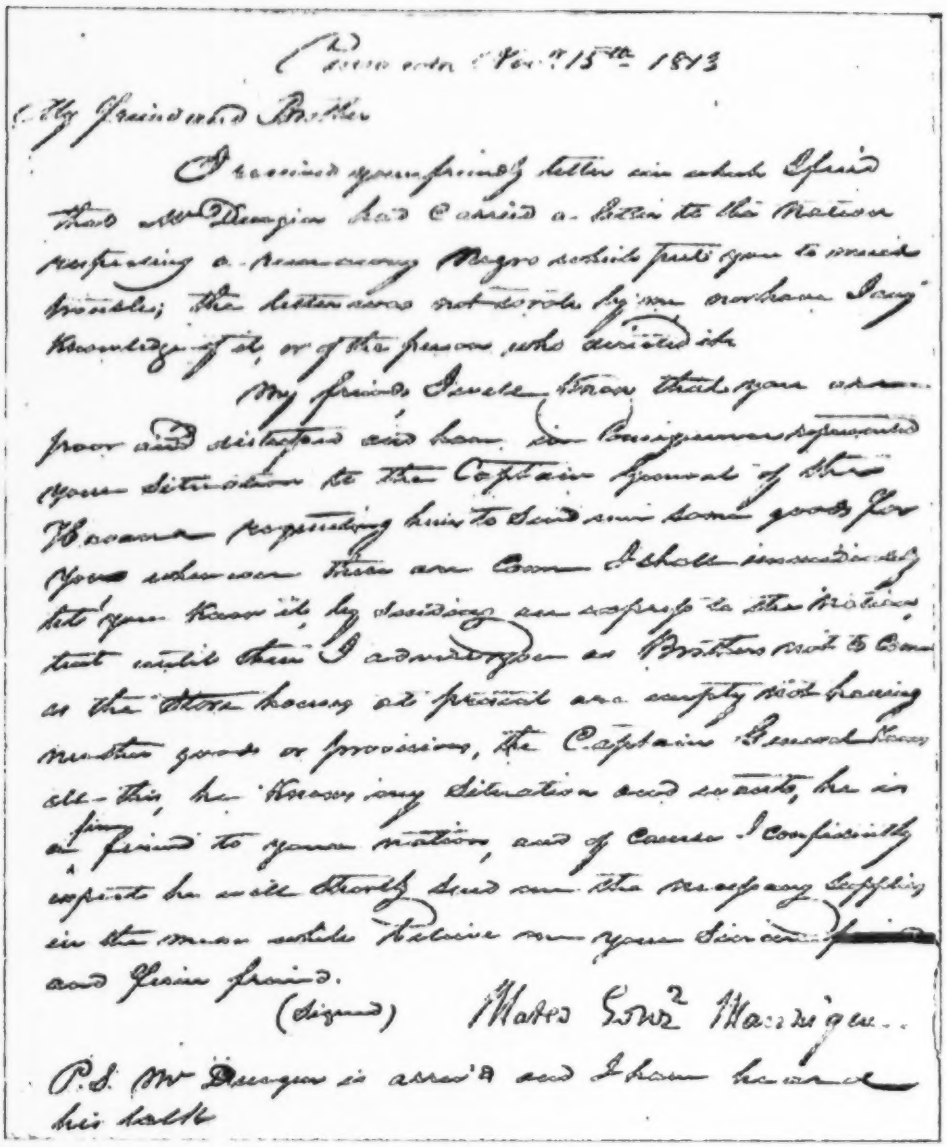
(Page 4)
them to save their property were very desirous to leave them but could not. I found from the Talk of High head, that the war was to be against the whites & not between Indians themselves, that all they wanted was to kill those who had taken the talk of the whites -viz. The Big Warrior, Alex'd Cornell, Capt. Isaac, Wm. McIntosh, the Mad Dragon's son, the Little Prince, Spoko Hauge of Tallasee Thicksico. They have destroyed a large quantity of my cattle & burnt my house & my river plantation as well as those of James Cornells & Leonard McGee.

his
Signed Samuel SM. Manac
mark

Sworn & Subscribed before me one of the U. States Judges for the Mississippi Territory this 2nd dayof August 1813.

Harry Toulmin

A true copy



Document 7 - Mateo Gonzales Manrique, Letter, SPR 21, Alabama Department of Archives and History, Montgomery, Alabama., Page 1

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Document 7 Transcript

Mateo Gonzales, Manrique,
Governor of Spanish West Florida
Letter 15 Nov 1813

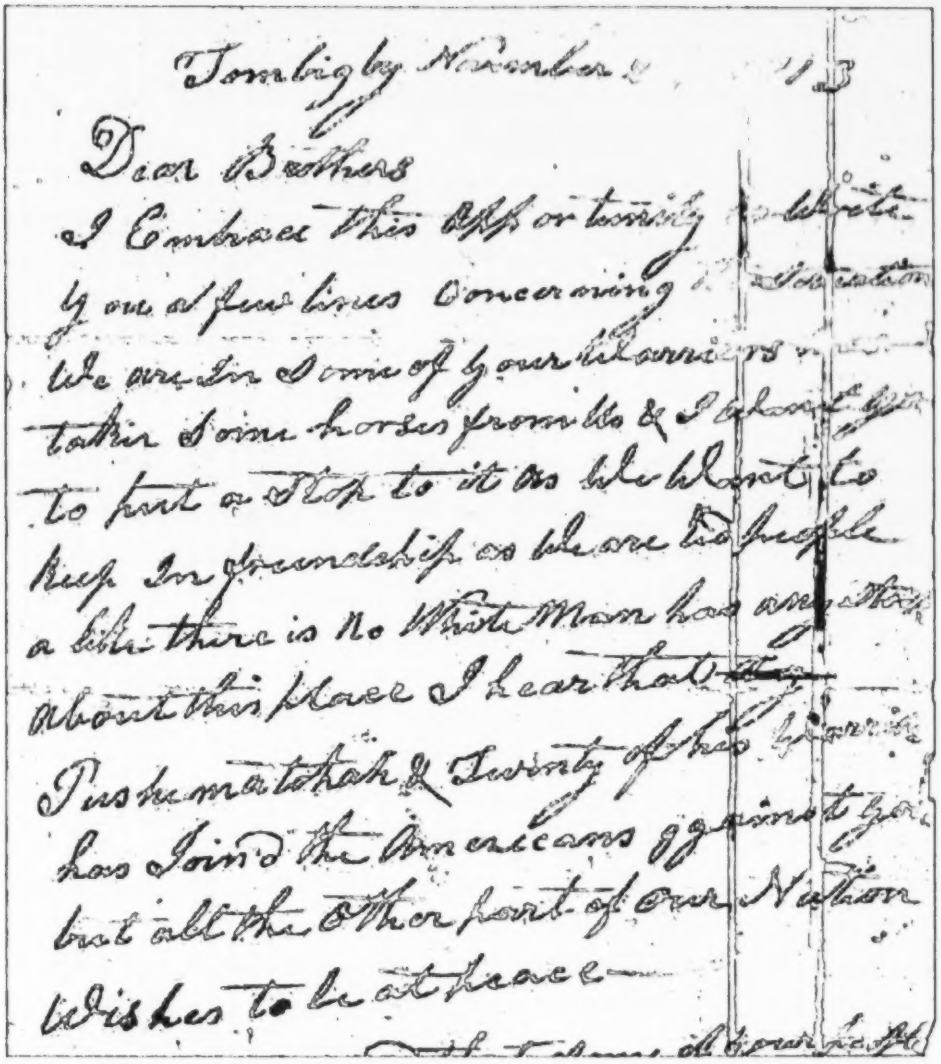
Pensacola Nov. 15th 1813
My friend and Brother [Indian Warrior]

I received your friendly letters in which I find that Mr. Durgin has carried a letter to the nation respecting a runaway Negro which put you to much trouble; the letter was not wrote by me nor have I any knowledge of it, or of the person who directed it.

My friend, I well know that you are poor and distressed and have in consequence represented your situation to the Captain General of the Havana requesting him to send me some goods for you whenever these are come I shall immediately let you know it by sending an express to the nation but until then I advise you as Brothers not to come as the store houses at present are empty not having neither goods or provisions, the Captain General knows all this, he knows my situation and wants, he is Firm a ^ friend to your nation, and of course I confidently expect he will shortly send me the necessary supplies in the mean while believe me your sincere friend and firm friend.

(Signed) Mateo Gonz'l Manrique

A. S. Mr. Durgin is arrived and I have heard his talk.



Tombigby November 9 1813

Dear Brothers

I Embrace this opportunity to write you a few lines Concerning We are in Some of your Enemies Towns tak[illegible] Some horses from them & Intend [illegible] to put a Stop to it as We Want to Keep In friendship as We are Determined a little there is No White Man has any [illegible] about this place I hear that [illegible] Pushmataha & Twenty of his Warriors has Join'd the Americans against Gen[illegible] but all the other part of our Nation Wishes to be at peace

Document 8 - Adam James, Letter, SPR 54, Alabama Department of Archives and History, Montgomery, Alabama, Page 1

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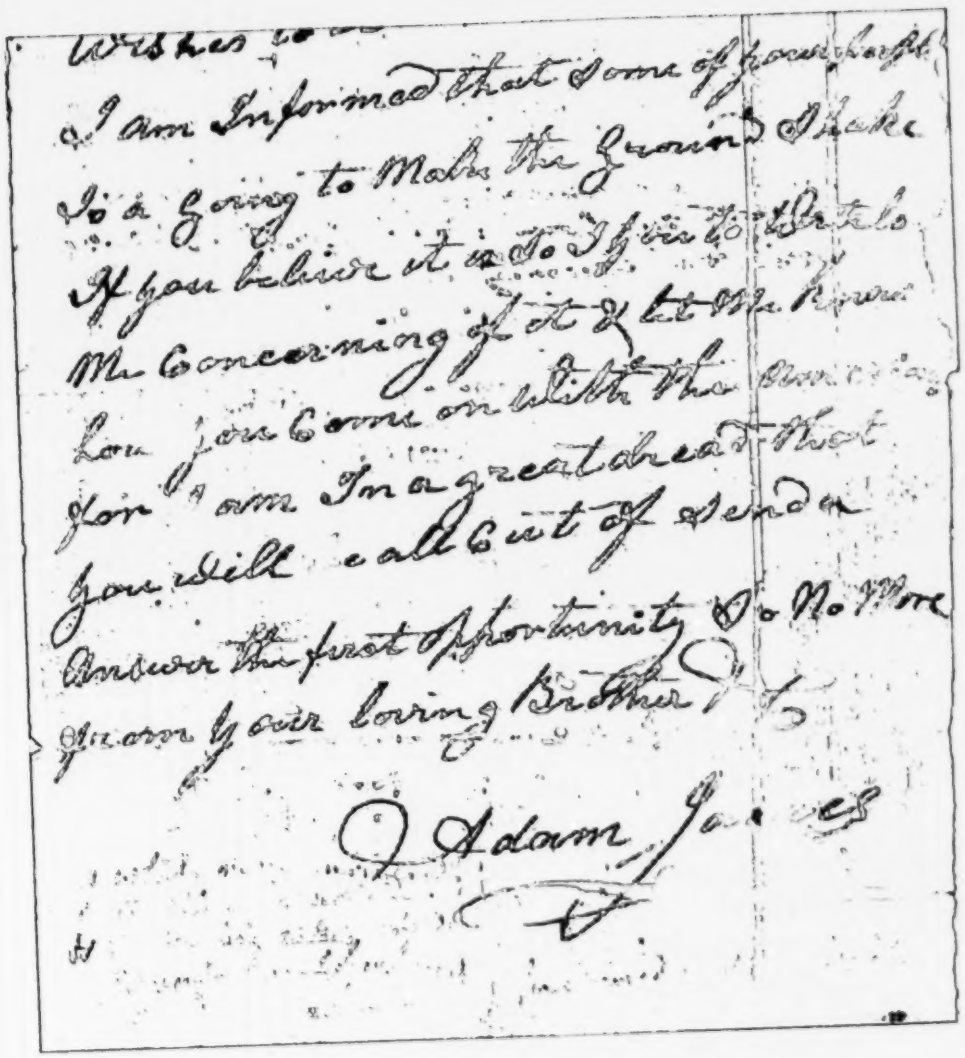

Document 8, page 2

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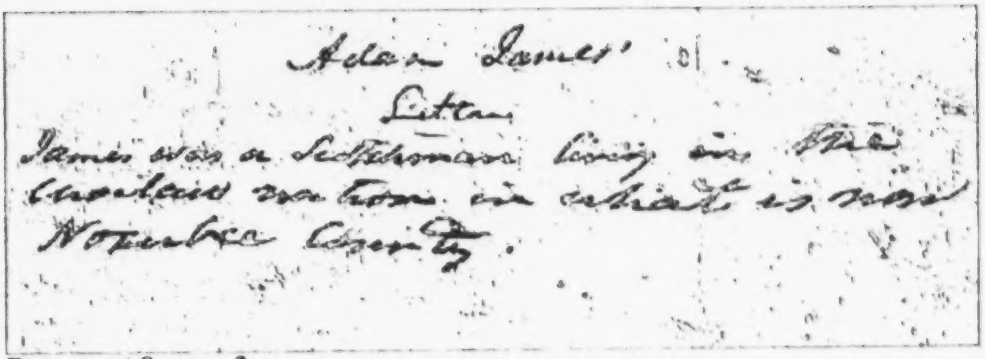

Adam James' [illegible]

Letter

James was a Settlement living in the
Cherokee nation in what is now
Nowata County.

Document 8, page 3

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Document 8 Transcript:

Address on front of letter -

To

The head Chief in the Creek Nation

Note on back of letter -

Adam James'

Letter

James was Scotchman living in the Choctaw nation in what is now

Noxubee County.

Tombigby November 29th 1813

Dear Brothers

I Embrace this opportunity to write you a few lines concerning the situation We are In Some of your Warriors has takin some horses from Us & I want you to put a stop to it as we want to keep in friendship as we are two people a like there is no White man has any stock about this place I hear that -- Pushimatohah & Twenty of his Warriors has joined the Americans against you but all the other part of our Nation wishes to be at peace--- I am Informed that some of your people is a going to make the ground shake.

If you believe it is so I [want] you to write to me concerning of it & let me know how you come on with Americans for I am In a great dread that you will be all cut of [f] Send a answer the first opportunity so no more

from you loving Brother & C

Adam James

Lesson 2: Geography Determines History

2. Learning Objectives:

Upon completion of this lesson, students should be able to:

1. Describe the geographic location of the Creek War.
2. Name the rivers where the battles took place.
3. Analyze the importance of geographic features in planning battles.
4. Describe the importance of mapping roads through the wilderness.
5. Analyze the importance of maps in planning military strategy.
6. Debate the relevance of the statement: Geography determines history.

2. Suggested Activity for Entire lesson

1. Make a copy of Documents 1, 2, 3 and 4 for each student.
2. Ask the students to arrange the maps in chronological order. They may use their textbooks or other references to help with this.
3. After students complete these tasks, organize the class into four groups. Assign one map to each group. Ask each group to use the general guidelines for analyzing a map and compile their observations and report their conclusions to the class.

2. Suggested Activity for Document 1:

Note that the orientation of the map is unusual - the title and names of sites, printed sideways, distort the traditional north-south orientation. You may need to bring this to the attention of younger children; older students should discover this in their analysis.

1. Use this map to locate forts, battles, towns, etc., mentioned in other documents relating to the Creek War.

2. Orientation activity—use attached blank Alabama map and ask students to mark locations of battles mentioned in documents and write them in with correct orientation.

3. Discuss the importance of the rivers for transportation and also the problems associated with travel for militia (waterways too shallow, flooded, need for boats, etc.).

---

2. Suggested Activity for Document 2:

The Creek Indian attack on Fort Mims was one of the primary causes of the Creek War of 1813-14. Over five hundred people lost their lives in the battle. During this period, General Ferdinand Leigh Claiborne served as leader of the Mississippi volunteers who defended settlers along the Alabama River. He and his forces defeated the Creeks at the Battle of Holy Ground in 1813 December, effectively ending the uprising between the Alabama River and Lake Tensaw.

This Map of Fort Mims and its environs belonged to Gen. Claiborne The map delineates, with sketches of trees and shrubs, the clearing in which Fort Mims stood, and it shows a layout of the fort with simple sketches of the buildings within the barricades. The main road to the fort from the Pensacola road is marked as well as the main ferry landing on the Alabama River.

Various homes and businesses are noted. The map also contains numerous notations about the fort, the massacre, and the surrounding area. Notes identify the directions from which the Creek Indians advanced on the fort, the placement of troops defending the fort, and the fate of the homes and businesses in the area around the fort. The map of Fort Mims was probably created after the massacre.

1. When do you think the map was drawn? Before or after the battle? Why?

2. Why did families move into Fort Mims?

3. How do you think the families managed to provide shelter and food for their children within the walls of this fort?

4. Why was there a separate kitchen?

5. Read other accounts of Fort Mims and see how they compare with names of families on this map.

---

2. Suggested Activity for Document 3:

The Battle of Talladega occurred 9 November 1813 near present day Talladega, Alabama. The forces of General Andrew Jackson attacked a large number of Creek Indians, hostile to the Americans,who had surrounded a fort containing a number of Creek Indians, allies of the Americans. Jackson's men killed over two hundred warriors and won the battle. This mp, which appears to be of the Battle of Talladega, is not dated. The creator of this map is unknown. It includes the names of the United States commanders, a list of their troops' positions, and the directions in which their forces moved against the hostile Creeks. The map also shows the location of a camp of hostile Indians and a fort of friendly Indians along a small stream. The location of the hostile Creeks is highlighted in red pencil. A legend is also on the map.

1. Discuss the information included on map.

2. Why is the legend important in understanding the map?

3. Do you think this map was made before or after the battle?

4. How did General Jackson know "friendly" (those allied with the Americans) Creeks were in the fort?

5. What would you include in a map if you were a spy giving information to your commanding officer?

6. Why do you think this map was made?

---

2. Suggested Activity for Document 4:

Leonard Tarrant was an officer during the Creek Indian War of 1813-14. Later, President Andrew Jackson appointed Tarrant as Indian Agent. He was also a Methodist minister who would later serve as a member of the Alabama legislature. The map of the Battle of Horseshoe Bend was made for Captain Tarrant after the battle when the Creeks had been defeated. The map of the Battle of Horseshoe Bend shows the position of the United States forces and the opposing Creek Indians in the bend along the Tallapoosa River for which the battle was named. The map also shows the location of the Creek's fortifications in the bend and the positions taken during the battle by General Andrew Jackson's forces. The location of the baggage and stores of the United States forces is noted, as well as the site of the Indian village, Tohopeka, in the bend and a line of "cragge" hills opposite the bend.

1. Why was the location of Horseshoe Bend so important to the Creeks?

2. How did General Jackson overcome the natural barriers as well as the man-made barriers found at this site?

3. Why did the Cherokee Indians help fight against the Creeks?

4. Why was it important to note the "cragge" hills opposite the bend?

5. Compare this battle site with the others battle sites in Documents 1, 2, and 3.

DOCUMENTS:

Document 1: Map of the War in South Alabama in 1813 and 1814, CB-47, Alabama Department of Archives and History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/creekwar/lesson2/doc1.html

Document 2: Ferdinand Leigh Claiborne, Map of Fort Mims and Environs, CB-23, Alabama Department of Archives and History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/creekwar/lesson2/doc2.html

Document 3: Map of the Battle of Talladega, A-43, Alabama Department of Archives and History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/creekwar/lesson2/doc3.html

Document 4: Leonard Tarrant, Map of the Battle of Horseshoe Bend, A-44, Alabama Department of Archives and History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/creekwar/lesson2/doc4.html

GENERAL GUIDELINES FOR ANALYZING A MAP

1. Study the map for two (2) minutes.

2. For what purpose is this map intended? Is it topographic contour-line map? A military map? Political map? Natural resource map?

3. What are the physical qualities of the map? Is it handwritten? Does it have notations? A legend (key)? A title? A scale?

4. What is the date of map?

5. Where was the map produced?

6. Who created the map?

7. List three things in this map that you think are important.

8. Why do you think the map was drawn?

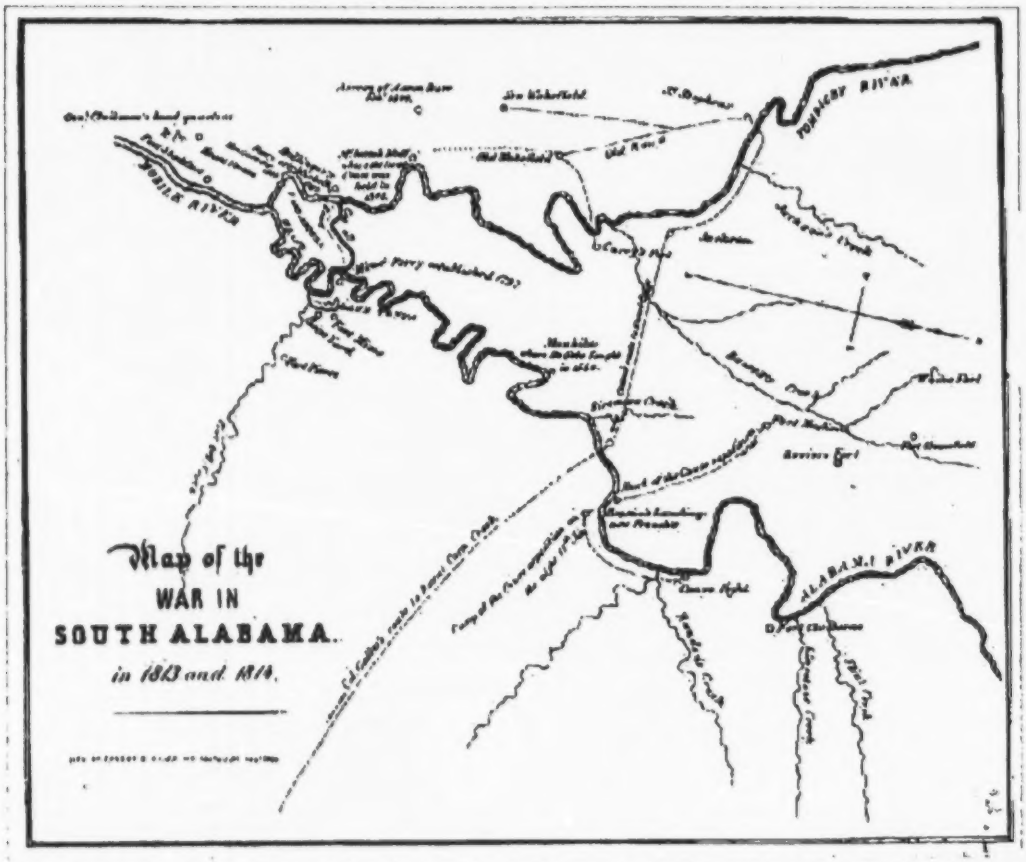
9. What evidence in the map suggests why it was drawn?

10. What information does the map add to the textbook's account of this event?

11. Does the information in this map support or contradict information that you have read about this event? Explain.

12. Write a question to the mapmaker that is left unanswered by this map.

Blank Alabama Map



Document 1 - Map of the War in South Alabama in 1813 and 1814, CB-47, Alabama Department of Archives and History, Montgomery, Alabama.

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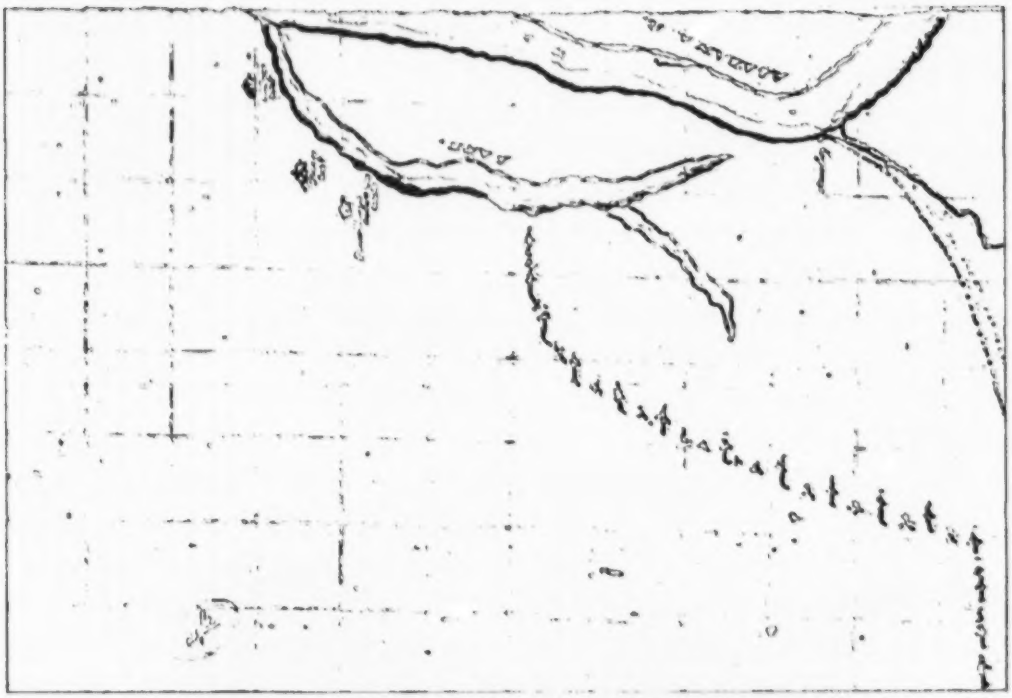

Document 2 - Ferdinand Leigh Claiborne, Map of Fort Mims and Environs, CB-23, Alabama Department of Archives and History, Montgomery, Alabama.

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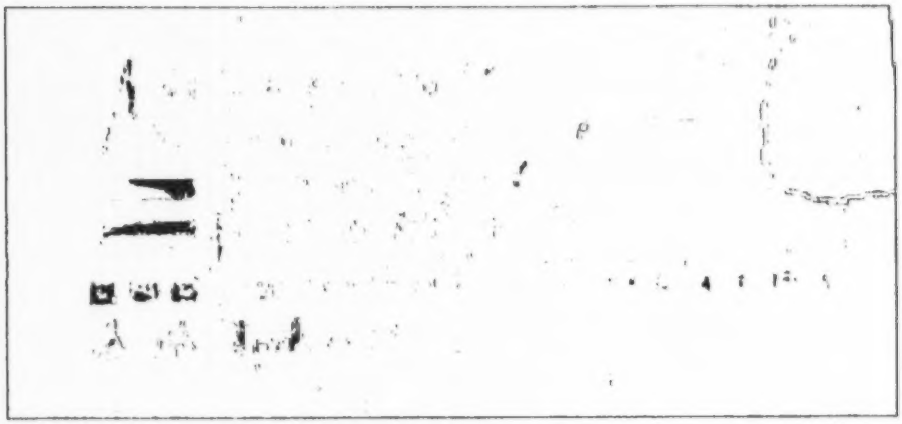

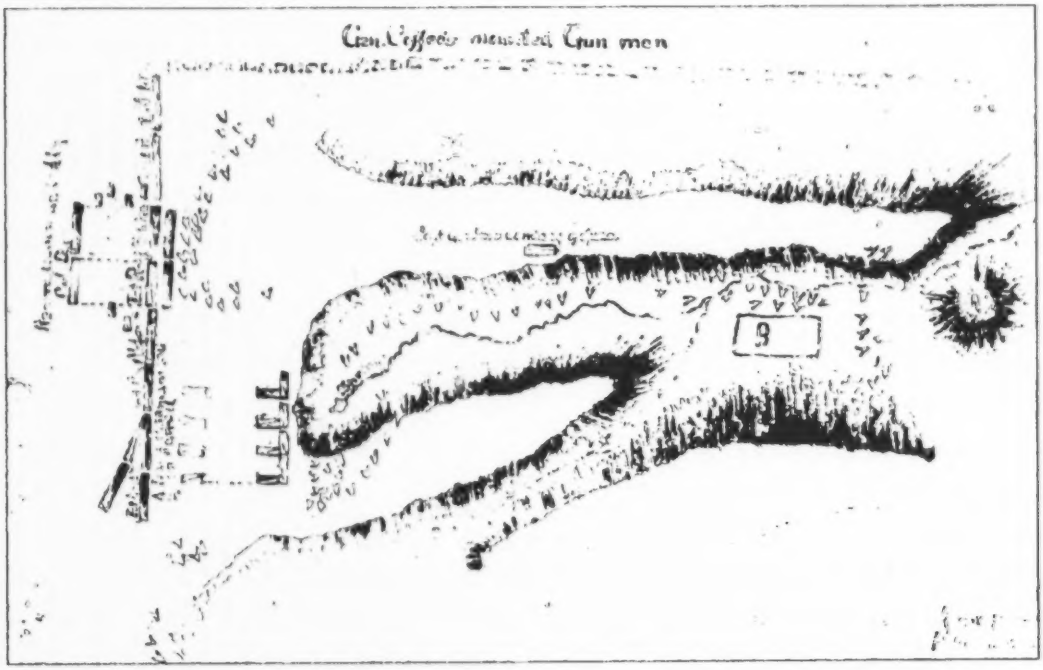

Document 3 - Map of the Battle of Talladega, A-43, Alabama Department of Archives and History, Montgomery, Alabama.

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Document 4 - Leonard Tarrant, Map of the Battle of Horseshoe Bend, A-44, Alabama Department of Archives and History, Montgomery, Alabama.

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